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ABSTRACT

This book is an outgrowth of a project aimed at developing a communication and support network for effectively involving Indian students in the educational process. The book contains two parts. The first part reports on three surveys assessing (1) the current conditions and needs of 107 academic programs of Indian studies (types, financial sources, institutional cooperation, and support programs); (2) occupational needs of 117 Indian communities (community types, job market in the community, and needs for vocational and professional training); and (3) problems and needs perceived by 30 Indian college seniors (causes of dropout and specific educational needs). Major findings are: programs were rated high in financial assistance but low in sharing information on strategies and success stories; the communities indicated high needs for trained people in professional fields, particularly in the humanities-based professions; students reported differences associated with financial problems, cultural pressure, and psychological adjustment. Steps in forming an Indian studies program and institutional barriers that keep Indian students from succeeding are discussed. Based on the research findings, the gaps between available programs and determined needs are summarized, and recommendations are made for program development. The book contains 50 references and the questionnaires used the in surveys. The second part of the book is a directory of 105 programs of American Indians studies. (GGH)

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Issues for the Future of American Indian Studies

A Needs Assessment and Program Guide

BY SUSAN GUYETTE
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To all the American Indian and
Alaskan Native Students, both
past and present, who persevere.

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This project stems from the program knowledge gained by the staff of the American Indian Studies Center at UCLA in developing the Masters program in American Indian Studies. During the past seven years, communications with other similar programs gave us a feeling of the struggles and needs of American Indian Studies programs. We would like to thank the entire staff and faculty of the American Indian Studies Center for their contributions to that developing program and their feedback into this project.

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INTRODUCTION

Although American Indian learners have had very few opportunities for culturally appropriate academic programs in the past, many educators are now making efforts to increase and expand these opportunities. Hundreds of people are working nationally—teachers, counselors and program administrators—to improve the quality of education for Indian students. This task, creating a culturally meaningful learning environment in the midst of a culturally alienating educational structure, often proves to be frustrating. This project aims at developing a communications and support network for those persons searching for the most effective routes to involve Indian students in the educational process.

Many factors contribute to the cultural inappropriateness of the dominant culture system. Differences exist in the purpose of education. For example, the Indian view that education is to prepare a person to contribute responsibly to community members and to the continuation of their culture contrasts sharply to the dominant view of education as a means of "getting ahead" and improving one's situation as an individual; in other words, humanistic gains versus individual and monetary gains represent quite different world views. Another major difference lies in the structure of education. Indian cultures emphasize education as a process, cumulative and comprehensive in nature. To the dominant culture, education is seen more as a product, the end result of several years of study. The product view might be described as a "green stamp" system; that is, once the degree credits are collected, the book is turned in for a degree. This approach can seem quite alienating to a culture that looks to the cumulative effects of knowledge and the degree to which the knowledge can be applied to changing ends. The process approach might be viewed as "old way recreating," that of taking a new knowledge and applying it to the traditional in a way that preserves yet expands. Acquiring this type of knowledge involves continual interaction with the community and culture, an element of education that is most often lacking in the university system. The emphasis on process also is experiential; that is, experiencing, implementing and applying in the present creates the cumulative effect of education. This differs from the time segmented and future orientation of the dominant society. The gap of the poor cultural fit is large and complex.

During the 1970's, a movement to increase the low level of educational attainment of American Indians resulted in increased postsecondary enrollments and the establishment of several undergraduate programs for Indian students. Although these programs did expand the educational

possibilities for Indian students, largely they provided access to programs structured according to the views of a dominant culture. A small number of American Indian Studies programs, on the undergraduate level, seek to utilize interdisciplinary approaches. The educational and support programs currently in place have not entirely met the needs of Indian learners as is evidenced by the still extremely high unemployment rates, low levels of educational attainment, low health levels, and low income levels in American Indian communities as compared to the U.S. population in general. The percentage of Indian men and women graduating from high school and completing college falls far below the average U.S. population as reflected below.

TABLE 1
Educational Levels of American Indian, Eskimo and Aleut Men Compared to the White and U.S. Total Populations*

	Men (percent)		
Educational Level	**Indian**	**White**	**U.S. pop.**
Completed Grade School	82.9	91.2	89.3
High School Graduate	57.0	69.6	67.3
1 to 3 Years College	17.6	16.4	16.1
4 Years College	4.4	10.5	9.8
5 or More Years College	4.8	10.9	10.3

TABLE 2
Educational Levels of American Indian, Eskimo and Aleut Women Compared to the White and U.S. Total Populations*

	Women (percent)		
Educational Level	**Indian**	**White**	**U.S. pop.**
Completed Grade School	83.7	91.9	90.2
High School Graduate	54.1	68.1	65.8
1 to 3 Years College	15.5	15.6	15.3
4 Years College	3.5	7.9	7.5
5 or More Years College	2.9	5.4	5.3

*Statistics are for persons 25 years and over. Grade school is defined as K to 8th grades. Source: 1980 Census of Population, *General Social and Economic Characteristics*, PC 80-1-C1, Issued Dec. 1983, pp. 1-171, 1-97, 1-98.

These statistics reveal information indirectly about the high drop-out rate of Indian students. The proportion of persons completing one to three years of college in relation to those attending college is very high.[1] Although some persons in the one to three years category may have completed junior college, the number of Indian students completing junior college is half or lower than the general U.S. population, and even lower in comparison to the white population.

The challenges in Indian education reach far beyond enrollment and years of completion. They also concern cultural appropriateness, educational structure, and genuine equal opportunity. As a research unit of UCLA, the American Indian Studies Center has a strong commitment to providing leadership on the national level toward the development of solutions to these educational challenges. It is our hope that the results of this needs assessment will assist programs in addressing these challenges in the decade ahead.

NOTES

1. Researchers are noting possible errors in the 1980 census data, in that persons may have identified Indian when they are not. Such error would distort socio-economic characteristics such as educational levels. This would result in higher rates of educational attainment than are actually present in the American Indian population.

PART I
THE NEEDS ASSESSMENT

CHAPTER 1

PURPOSE AND METHODOLOGY

The purpose of this book is to present the results of a nation-wide needs assessment for American Indian higher education. The needs assessment study had four aims:

1. To identify educational offerings nation-wide, on both the graduate and undergraduate level, of specialized programs (current and planned) for American Indian students,
2. To determine the needs of American Indian/Alaskan Native[1] learners for culturally appropriate educational programs,
3. To assess Indian communities to determine the needs for trained professionals,
4. To identify the *gaps* between the training now available, the needs of learners, and the needs of communities in an effort to design more culturally appropriate educational programs.

In the contents of this book we focus on the nature of the existing programs, directions for future development, institutional barriers encountered during development, causes of drop-out, and community needs for trained professionals.

METHODS

This project developed because we were searching for answers to questions such as the following:

How can educational programs be structured in a manner that is culturally relevant to Indian students?

How can the high drop-out rate of Indian students be reduced?

How should graduate level programs be structured to encourage new combinations of learning that are appropriate to the educational and leadership needs of Indian communities?

How can a communications network be established between educational programs and American Indian communities?

Needs assessment was chosen as a valuable method for determining opinion of needs, determining priorities for meeting the different needs, determining the extent of the need, gathering opinion of methods for meeting the needs, and gaining participation for meeting the needs.

Instead of using the conventional deductive approaches[2] to obtain ratings on a predetermined set of educational objectives, we followed a modified inductive approach[3] aimed at describing existing conditions and inducing educational needs from these conditions. Briefly, the four steps of this approach are:

1. describing conditions and constructing instruments to assess the status of conditions;
2. determining the present status of goals and conditions;
3. identifying and analyzing discrepancies between the goals and the present status; and
4. assigning priorities to the discrepancies.

These discrepancies then constitute the high-priority need areas and become the data for program planning. The data are presented in a manner that takes into account program planning needs at other institutions, as well as planning at UCLA.

Three surveys were conducted to accomplish the needs assessment—a survey of *academic* programs, an Indian *community* survey, and a survey of senior Indian *students*.[4] Questionnaires were developed and pretested for the three groups with subsequent follow-ups. As an incentive for participation, we are distributing copies of this resulting book to all programs, communities, and students completing a questionnaire. The following statements on method describe the general content of each questionnaire and the sampling methods for each group.

The *academic* survey questionnaire covered such topics as program content, number of students enrolled, faculty, existing and planned program components, causes of drop out, institutional barriers, and specific academic offerings at the educational institution. More specifically, the questions included:

Program Title and Address
Contact Person
Major Source Institutional Support
College or University Tribally-Controlled
Program Description
Number of Students Enrolled This Current Year
Number Indian Students Graduated in 1981
Indian Studies Faculty
Individual Courses Currently Available
Courses Planned for the Near Future
Courses Desired if Faculty Were Available
American Indian Faculty Pool Availability
Program Description Type (Detailed)
Causes of Student Drop Out
Cultural Pressures and Drop Out
Rating of Institutional Cooperation
Rating of Existing Programs and Program Needs
Institutional Barriers
Educational Offerings (by Career Type)

Out of 256 questionnaires mailed to institutions with a high likelihood of an Indian studies or a major support program for Indian students, 130 (or 51%) responded, and 107 of these returned a completely answered questionnaire. Many of these institutions not having an Indian studies program did not respond in any manner.

A brief *community* questionnaire covered community type, services available in the community, vocational training needs, professional training needs, workshops needed to prepare students for community work, and perceived causes of student drop out. Specifically, the questions covered:

Position of Person Completing Questionnaire
Community Type
Services or Programs Now Available in Community
Needs for Vocational Training
Where Most Community Members Obtain Vocational Training
Where Most Community Members Obtain Professional Training

Educational and Training Needs (College Level)

Preparation Needed for Community Work

Causes of Drop Out

There were 506 questionnaires mailed to a total of 395 communities (more than one mailed to large communities to increase the likelihood of a response). Deducting those mailings returned by the post office, our sample ended up representing 391 communities. There were 119 responses (30.4% response rate) and 117 completed questionnaires.

Questions on the student survey covered such topics as needs for expanded curriculum (additional courses, majors, special workshops for community work preparation), interest in and resources for graduate level education, rating of the student's academic program, and perceived reasons for drop out. Counselors and Indian studies program personnel served as liaisons for this segment of the needs assessment, and questionnaires were completed by 30 seniors. Responses from this sample proved to be more difficult to gain.

In an overview of the first part of the book, the results of the three surveys are presented in Chapters 2, 3 and 4, ASSESSMENT OF INDIAN STUDIES, COMMUNITY NEEDS ASSESSMENT, and STUDENT NEEDS. Recommendations for developing an academic program are discussed in Chapter 5, STEPS IN FORMING AN INDIAN STUDIES PROGRAM. The CONCLUSION presents our interpretation of the gaps between available programs and determined needs, program recommendations, needs for further research, and applied efforts of the project. *We emphasize the importance of considering the interpretation along with the project data, to gain an understanding of the total needs assessment results.*

It is not our intention to present a complete review of the literature concerning American Indian education. Rather, references that are directly related to our findings are discussed as the data are presented. Those readers wishing to locate other studies regarding American Indian education can find a brief overview in the BIBLIOGRAPHY at the end of this section of the book. The complete questionnaires developed for the three surveys are located in APPENDICES A, B, and C.

We hope that these findings will provide useful information for educational planners on a national level, as well as for the new M.A. program in American Indian Studies at UCLA. We have chosen to display selected data throughout the book that reflect important trends and needs rather than presenting all of the data collected for the needs assessment. The reader is welcome to cite the statistics for program development or research efforts.

NOTES

1. To shorten the text, American Indian or Indian is used in the remainder of the paper to represent American Indian/Alaskan Native.
2. In using the deductive approach, one asks the questions "What goals do we want?" and then, "Where are we in relation to those goals?" Sources for methods on the deductive approach to needs assessment are described by Belle Ruth Witkins, "Needs Assessment Kits, Models, and Tools" in *Educational Technology*, November 1977, and by R. A. Kaufman in Educational System Planning (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1972).
3. The inductive approach to needs assessment asks the questions "Where are we?" and then, "What goals do we want?" A good source for methods on this approach is "An Inductive Approach to Educational Needs Assessment," by David Churchman, in *Carolina Journal of Educational Research*, Volume 1, No. 1. For a needs assessment example conducted for an American Indian community, we recommend R. Brod, *Choctaw Education* (1979).
4. Academic, community, and student will be used hereafter to differentiate the three groups surveyed.

CHAPTER 2

ASSESSMENT OF INDIAN STUDIES

The first survey, distributed to college and university programs, covered basic program descriptions, indicators of program needs, ratings of institutional cooperation, reasons for student drop-out, and perceptions of institutional barriers to program development. The student need and drop-out material is discussed in Chapter 4, STUDENT NEEDS, and the institutional barrier information is presented in Chapter 5, STEPS IN FORMING AN INDIAN STUDIES PROGRAM. In this chapter, you will find summaries of program types, sources of financial support, ratings of institutional cooperation, and ratings of support programs. This information gives a nation-wide view of the status of Indian studies programs (existing and developing), as well as an idea of the successes and struggles of programs as they seek to serve the needs of Indian students.

One item of interest, which comes up frequently in discussions about Indian studies programs, is "What do they call themselves?" In examining the program names of both academic and major support programs, we found that there is approximately a 50/50 ratio between programs using the term "American Indian" and those using "Native American." Another frequent question is that of program structure. At annual meetings of Indian studies directors, the extreme variety in program structures is noted. Table 2.1 reflects our attempt at categorizing these program types. The first item refers to administration, and there is overlap of the categories since some programs are multi-faceted. It should be noted that departmental structure varies according to institution type. There were nine programs reporting departmental status at universities and four year colleges (Pembroke State, Dakota Wesleyan, Univ. N. Dakota, Dartmouth, Univ. Alaska, Univ. Washington, San Diego State, Bemidji State, Univ. Minnesota). The "graduate degree in American Indian Studies"

TABLE 2.1
Present Program Types

Type*	Percent	(# Programs)
Department status or program administered by another department	45.8	(49)
Major in American Indian Studies	16.8	(18)
Minor in American Indian Studies	37.4	(40)
Graduate degree in American Indian Studies	5.6	(6)
Undergraduate Indian culture specialization	28.0	(30)
Graduate Indian culture specialization	13.1	(14)
Research unit	14.0	(15)
EOP or minority support program	57.9	(62)
Indian counselor on campus	69.2	(74)
Other type of program	26.2	(28)

*(N = 107)

varies also, from a highly structured interdisciplinary program (UCLA, U. of Arizona) to a special *major* program where a student can select an Indian studies combination of courses for a specialization.

Several authors have described the variation in structure of Indian Studies programs and advantages to the different structure types. *A Survey of College and University Programs for American Indians* by Pat Locke (1978) is the most comprehensive directory to date, listing one hundred programs for American Indians as to degree status, financial aid, student population, staff, faculty, and course offerings. An updated version of this (Native American Information Center 1980) lists addresses of Indian college programs, but with no descriptive information for entries. Another recent source, *A Directory of Hispanic and American Indian Higher Education Programs* (Justiz 1980) provides an incomplete list of institutions, with no descriptive information for entries. Similarly, the John Price overview, *Native Studies: American and Canadian Indians* (1978) is incomplete. Due to this lack of a source for current program information, we decided to add the directory section (Part II) for both community and academic use.

Although the majority of Indian education studies have focused on the Indian learner, a few sources have paid attention to the development of programs for Indian higher education. In outlining an historical survey of Indian education at the university level, Churchill and Hill (1979) mention the factors of isolation and understaffing as two barriers in program development. Wilcomb Washburn (1975) also mentions isolation as a major problem and cites the success of interdisciplinary programs in overcoming isolation. In contrast, Thornton (1978) advocates the departmental

approach with American Indian studies as a separate academic discipline. In discussing the alternatives of the White Studies approach using European conceptual modes versus the isolation approach, Churchill (1981) offers examples of curriculum integration of Native American conceptual thought into a wide range of existing disciplines. A review of these sources is recommended to the reader who is interested in alternatives for program structure.

The breakdown in Table 2.2 reflects the types of institutions participating in the needs assessment. In Table 2.3 the major source of institutional support is given for those programs directed toward serving Indian students.

TABLE 2.2
Institution Type

Type*	Percent
Two year college	29.9
Four year college	30.9
University (M.A. highest degree available)	14.0
University (Ph.D. highest degree available)	25.2

*(N = 107)

TABLE 2.3
Major Source of Institutional Support

Source Support*	Percent
State	67.3
Private	19.6
Federal	13.1

*(N = 107)

In the course of the survey, we inquired about programs in the planning stages. This question was included to determine future growth of Indian studies programs. In other words, is Indian Studies as a program of study on the increase or on the decline developmentally? The responses indicated a positive growth direction. Nine programs are in the preliminary planning stages for departmental status and one program has a departmental plan written. As to programs administered under another department, two programs are in the preliminary planning stage, one has the plan written, and two programs are pending approval. Many programs with majors or minors in Indian Studies are in the planning stages. For the major, eight programs have completed preliminary planning, two have a plan written,

and five programs are awaiting approval of the major plan. And for the minor, five programs are in the preliminary stage, one has the plan written, and two have plans pending. As to Indian culture specializations on the graduate level, two programs have completed preliminary planning and three have plans pending. Five programs have completed preliminary planning for undergraduate Indian culture specializations, one has such a plan written, and four have plans pending. Research units are also on the increase with four programs having completed preliminary planning, two with plans written, and an additional two with plans pending. This assessment of program planning indicates a strong trend toward new development.

The rankings in Table 2.4 show the number of existing specialized programs developed for Indian culture, by career preparation topics. Such programs tend to combine the discipline content with special interpretations for Indian community work.

INSTITUTIONAL COOPERATION

Institutional support is in many ways at the crux of both student and program development. The survey questionnaire asked programs to rate several different types of cooperation on a four point "excellent," to "poor," scale. In Tables 2.5 to 2.12, these ratings are tabulated according to school type, for large differences do exist in the ratings of support at the two and four year institutions.

Recruitment of faculty reflects one of the more critical areas for developing programs. Faculty especially hired for the Indian Studies program, or with released time from other departments, are not only essential for the development of culturally sensitive curriculum, but also for the provision of role models and close support to students. In Table 2.5, the rating of institutional cooperation for recruitment of faculty (both Indian and non-Indian) for American Indian Studies programs reflects a greater degree of cooperation at the two-year and four-year college level. It should be noted in interpreting the percentages, that the two-year colleges along with universities offering the M.A. as the highest degree have a larger percentage of "not applicable" responses due to the absence of Indian Studies programs. This affects the overall comparison of ratings.

The next table (2.6), presenting a rating of cooperation in the area of American Indian/Alaskan Native faculty, reveals an even lesser degree of cooperation. The four year institutions—4 year college, Univ (M.A. highest), and Univ (Ph.D. highest)—reported poor cooperation for 54.5%, 66.7%, and 74.1% respectively. In light of these ratings on faculty recruitment efforts, the failure of affirmative action programs needs to be examined. In terms of effect on program development, it is important to

TABLE 2.4
Availability of Career Programs, Indian Culture Emphasis

Career Preparation Type*	Rank	Percent	N Programs
Elementary or Pre-School Teacher	1	17.8%	(19)
Artist	2	11.2%	(12)
Historian	3	10.3%	(11)
Family and Child Welfare Counselor	4	9.3%	(10)
School Administrator	5	8.4%	(9)
Tribal Manager	6	7.5%	(8)
Art Educator	6	7.5%	(8)
Alcohol and Drug Abuse Counselor	6	7.5%	(8)
Mental Health Counselor	7	6.5%	(7)
College Teacher	7	6.5%	(7)
Interpreter	8	5.6%	(6)
Employment Counselor	9	4.7%	(5)
Sociologist	9	4.7%	(5)
Social Worker	10	3.7%	(4)
Business Manager	10	3.7%	(4)
Music Educator	10	3.7%	(4)
Economist	11	2.8%	(3)
Law Enforcement Officer	11	2.8%	(3)
Museum Director	11	2.8%	(3)
Psychologist	11	2.8%	(3)
Doctor	12	1.9%	(2)
Chemist	12	1.9%	(2)
Mathematician	12	1.9%	(2)
Agricultural Management Specialist	12	1.9%	(2)
Lawyer	12	1.9%	(2)
Accountant	12	1.9%	(2)
Biologist	12	1.9%	(2)
Resource Management Specialist	12	1.9%	(2)
Nurse LPN	13	.9%	(1)
Surveyor	13	.9%	(1)
Registered Nurse	13	.9%	(1)
Public Relations Specialist	13	.9%	(1)
Planner	13	.9%	(1)
Clothing Designer	13	.9%	(1)
Medical Record Technician	13	.9%	(1)
Dental Technician	13	.9%	(1)
Commercial Artist	13	.9%	(1)
Computer Programmer	13	.9%	(1)
Actor	13	.9%	(1)

*(N = 107)

TABLE 2.5
Rating of Institutional Cooperation
Recruitment of Faculty for American Indian Studies*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Excellent	18.8%	18.2%	13.3%	14.8%	16.8%
Good	12.5%	21.2%	6.7%	11.1%	14.0%
Average	18.8%	18.2%	13.3%	18.5%	17.8%
Poor	18.8%	21.2%	40.0%	40.7%	28.0%
No Response	3.1%	3.0%	0.0%	0.0%	1.9%
Not Applicable	28.1%	18.2%	26.7%	14.8%	21.5%
N	32	33	15	27	107

Percentages represent column totals unless otherwise indicated.

mention the expenditure of faculty and administrative energy that is invested in faculty recruitment efforts. This expenditure of effort detracts from development in other areas, with little payback in terms of hired faculty members. Overall program morale is affected by the lack of institutional cooperation in faculty hiring.

Another topic not feasible to assess through a survey, but also greatly affecting program development, is the tenure rate of minority faculty. In other words, although minority faculty are hired (often through affirmative action efforts) the retention of faculty through the tenure system is low. Tenure is affected by such factors as lack of released time for AIS activity and other university committees, lack of research funds, and lack of recognition for publications in American Indian Studies journals. Although recognizing that departments often have a strong bias toward the journals of a particular discipline, the American Indian Studies faculty member prefers to publish in a journal that will reach an American Indian audience.

TABLE 2.6
Rating of Institutional Cooperation
Recruitment of American Indian Studies/Alaskan Native Faculty in any Discipline*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Excellent	25.0%	9.1%	0.0%	0.0%	10.3%
Good	3.1%	0.0%	13.3%	11.1%	5.6%
Average	25.0%	18.2%	6.7%	14.8%	17.8%
Poor	31.3%	54.5%	66.7%	74.1%	54.2%
No Response	0.0%	9.1%	6.7%	0.0%	3.7%
Not Applicable	15.6%	9.1%	6.7%	0.0%	8.4%
N	32	33	15	27	107

**Percentages represent column totals unless otherwise indicated.*

The area of student support demonstrates a greater degree of institutional cooperation. Again, programs at the two-year colleges receive more support than do those at the four-year institutions. Recruitment is but one aspect of student support, though, and the higher emphasis on recruitment rather than on support programs for enrolled students is but one contributing factor to the high drop-out rate of Indian students. This emphasis may reflect a "response to pressure" trend in development, rather than a consistent desire to provide quality education or true equal opportunity for American Indian students.

Student financial support (Table 2.8) rated high in the "excellent" to "average" scale, And the ratings for tutorial or remedial programs for Indian students (Table. 2.9) again showed a high concentration in the "excellent" and "good" responses. The two year colleges indicate a greater degree of cooperation for student support programs than do the four year. Financial support and tutorial programs represent only a part of the sup-

TABLE 2.7
Rating of Institutional Cooperation
Recruitment of Native American Students*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Excellent	46.9%	27.3%	20.0%	18.5%	29.9%
Good	34.4%	18.2%	26.7%	25.9%	26.2%
Average	12.5%	9.1%	26.7%	33.3%	18.7%
Poor	6.3%	36.4%	26.7%	22.2%	22.4%
No Response	0.0%	6.1%	0.0%	0.0%	1.9%
Not Applicable	0.0%	3.0%	0.0%	0.0%	.9%
N	32	33	15	27	107

**Percentages represent column totals unless otherwise indicated.*

port needed for students. Upon examining reasons for high student drop-out rates, many of the other areas of institutional cooperation, such as curriculum and faculty as role models, indicate an important role in maintaining student involvement and enrollment.

Curriculum development in American Indian Studies covers a wide range of institutional structures, for AIS programs vary from majors to minors, and from departments to interdepartmental specializations. The trend of this area (Table 2.10) differs from the other areas of institutional cooperation, for there is a more even distribution of responses among the two and four year institutions.

The area of "Research Funds for American Indian Studies" (Table 2.11) reflects a high indication of "poor" institutional cooperation. This type of cooperation is intricately interrelated with the overall development of AIS programs. For example, increased faculty research in American Indian Studies increases the quality of AIS curriculum development in terms of curriculum content. While many institutions are eager to develop

TABLE 2.8
Rating of Institutional Cooperation
Student Financial Support*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Excellent	37.5%	27.3%	20.0%	14.8%	26.2%
Good	37.5%	33.3%	20.0%	40.7%	34.6%
Average	18.8%	18.2%	40.0%	40.7%	27.1%
Poor	6.3%	12.1%	13.3%	3.7%	8.4%
No Response	0.0%	6.1%	0.0%	0.0%	1.9%
Not Applicable	0.0%	3.0%	6.7%	0.0%	1.9%
N	32	33	15	27	107

**Percentages represent column totals unless otherwise indicated.*

courses on American Indian topics, fewer are contributing support for research leading to textual materials with the greater cultural sensitivity and accuracy. Research leading to quality AIS courses greatly contributes to American Indian student retention. Funding for American Indian research is also an important factor in examining support for minority faculty. Recruitment of faculty is but one indicator of encouragement; whereas, cooperation in the form of research support reflects institutional attitudes toward faculty development.

And, the final table on "Interaction with the American Indian Community" (Table 2.12) reflects another important indicator of institutional commitment. The two year colleges show a much higher interaction with the "excellent" response. The universities offering a Ph.D. indicate a higher concentration in the "good" response. This may be a reflection of the research ties to communities. Although some university research relationships continue to be exploitive of Indian communities, those of American Indian Studies programs tend to be more reciprocal than the in-

TABLE 2.9
Rating of Institutional Cooperation
Providing Tutorial or Remedial Programs for Indian Students*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Excellent	50.0%	42.4%	13.3%	33.3%	38.3%
Good	28.1%	12.1%	33.3%	29.6%	24.3%
Average	15.6%	15.2%	26.7%	18.5%	17.8%
Poor	6.3%	18.2%	26.7%	11.1%	14.0%
No Response	0.0%	6.1%	0.0%	0.0%	1.9%
Not Applicable	0.0%	6.1%	0.0%	7.4%	3.7%
N	32	33	15	27	107

**Percentages represent column totals unless otherwise indicated.*

dividual departments on campus. These do vary, as the "poor" ratings on community interaction are higher among the University (M.A. highest) and the University (Ph.D. highest) programs.

To summarize the trends in institutional cooperation, there appears to be a great deal of supportiveness in the recruitment of, and provision of services to Indian students, while there is much less cooperation in the recruitment and hiring of American Indian/Alaskan Native faculty or faculty to teach Indian courses. This trend poses some interesting questions about potential bias in the administrative structure of academic institutions and the institutional view of the purposes of education. In other words, are Indian students to be educated within the dominant culture's model of education? Is there really a commitment to minority faculty development? Is community service recognized by the academic community as a necessary step in providing a feedback model for societally relevant education? Is research which might reinterpret past non-minority findings seen as a threat or unworthy of support?

TABLE 2.10
Rating of Institutional Cooperation
Curriculum Development in American Indian Studies*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Excellent	25.0%	15.2%	26.7%	25.9%	22.4%
Good	12.5%	36.4%	13.3%	14.8%	20.6%
Average	15.6%	18.2%	13.3%	14.8%	15.9%
Poor	25.0%	18.2%	26.7%	29.6%	24.3%
No Response	0.0%	6.1%	0.0%	3.7%	2.8%
Not Applicable	21.9%	6.1%	20.0%	11.1%	14.0%
N	32	33	15	27	107

**Percentages represent column totals unless otherwise indicated.*

RATING OF EXISTING PROGRAMS

American Indian programs were asked to rate their existing support components according to a scale of "not very strong," "fairly strong," "quite strong," and "very strong." The following histograms reflect the responses of the 107 responding programs. Of the eleven program types rated, financial assistance programs received the highest rating. Career guidance, job placement, housing assistance, English as a second language rated the lowest—with a high concentration in the "not very strong" response.

The graphs in Figures 2.1 and 2.2 display the rating of **personal counseling programs** and **EOP counseling programs**. Personal counseling is primarily geared to the personal problems of students; whereas, the Educational Opportunity Program meets the academic needs of students by including such services as tutoring.

TABLE 2.11
Rating of Institutional Cooperation
Research Funds for American Indian Studies*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Excellent	0.0%	0.0%	6.7%	11.1%	3.7%
Good	0.0%	3.0%	6.7%	18.5%	6.5%
Average	18.8%	12.1%	13.3%	11.1%	14.0%
Poor	40.6%	63.6%	40.0%	44.4%	48.6%
No Response	0.0%	6.1%	6.7%	0.0%	2.8%
Not Applicable	40.6%	15.2%	26.7%	14.8%	24.3%
N	32	33	15	27	107

**Percentages represent column totals unless otherwise indicated.*

Financial assistance programs (Figure 2.3) aid students with information on available funding, assistance in processing forms, and follow up on late payments when necessary. Such follow-up efforts are particularly needed for federal assistance sources.

Health service programs on campus (Figure 2.4) provide students with low-cost or no-cost facilities on campus. Immediate care is necessary for the student to obtain treatment and return to classes. Although many students are eligible for Indian Health Service facilities, these are rarely located near a university or college. This distance in location is usually due to the fact that colleges are located in urban settings, and the Indian Health Service facilities are located primarily for service delivery to reservation or rural areas. Some students, however, do use Indian health clinics in urban areas.

Career guidance programs (Figure 2.5) were rated quite high, with the

TABLE 2.12
Rating of Institutional Cooperation
Interaction with the American Indian Community*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Excellent	40.6%	33.3%	13.3%	18.5%	29.0%
Good	21.9%	18.2%	13.3%	33.3%	22.4%
Average	15.6%	21.2%	20.0%	18.5%	18.7%
Poor	15.6%	12.1%	26.7%	29.6%	19.6%
No Response	0.0%	9.1%	13.3%	0.0%	4.7%
Not Applicable	6.3%	6.1%	13.3%	0.0%	5.6%
N	32	33	15	27	107

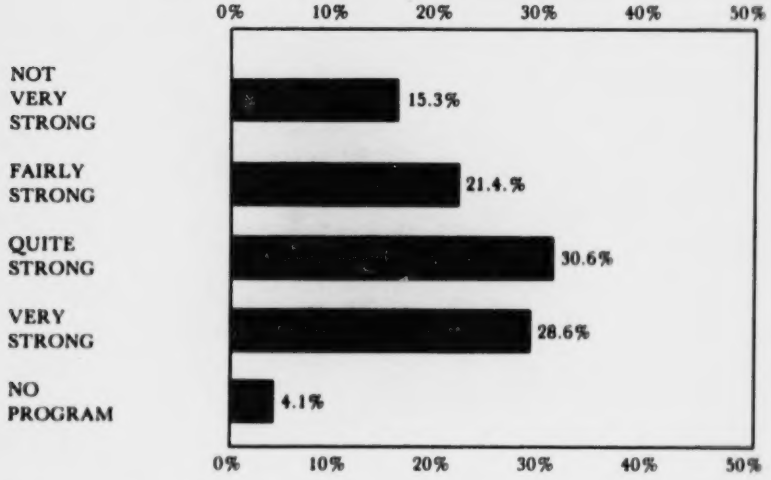
**Percentages represent column totals unless otherwise indicated.*

two year colleges and four year colleges rating higher in the "very strong" category than the universities. The career guidance program is useful to the student in assessing skills and interests. It is important to note, though, that many career guidance programs at large schools are not particularly well equipped to advise the Indian student who is interested in community-related work.

The academic advisement programs, or those advising the student on course requirements, selections, and majors (Figure 2.6) were also rated higher by the two and four year colleges.

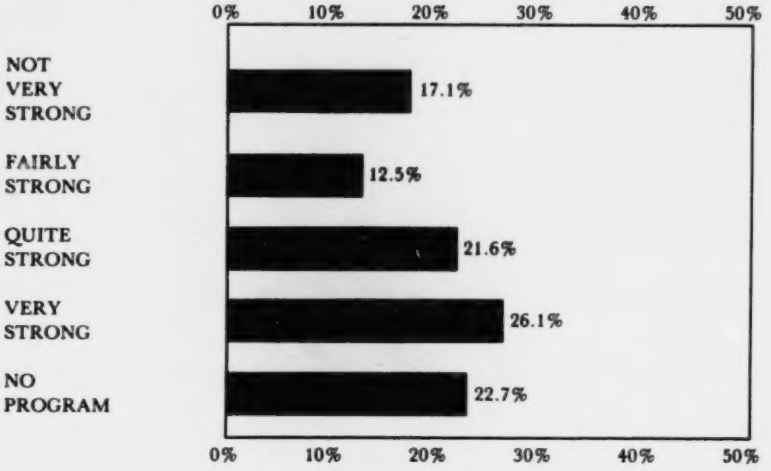
Programs available for **housing assistance** (Figure 2.7) were rated lower among the two year and four year colleges. Those institutions lacking the program altogether were in those two groups also. Because many of the larger universities are located in urban areas where housing is expensive and difficult to locate, the housing support program is particularly important. For the married student, since the average age of Indian students is older than the mainstream, married student housing assistance becomes a very valuable support program.

FIGURE 2.1
Ratings of Existing Personal Counseling Program



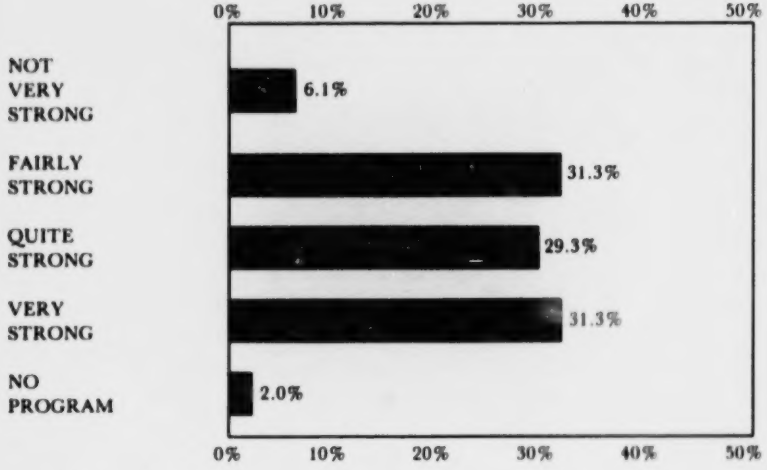
For institutions that indicated a response: "No Response" and "No Opinion" have been omitted. N = 107.

FIGURE 2.2
Ratings of Existing EOP Counseling Program



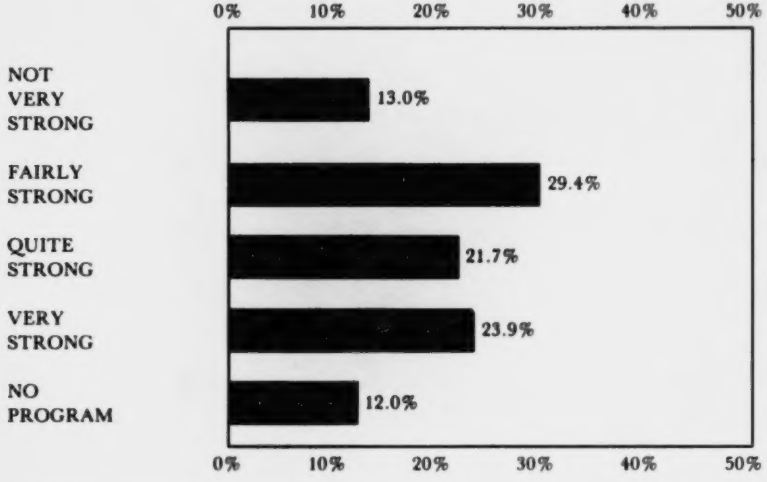
For institutions that indicated a response: "No Response" and "No Opinion" have been omitted. N = 107.

FIGURE 2.3
Ratings of Existing Financial Assistance Program



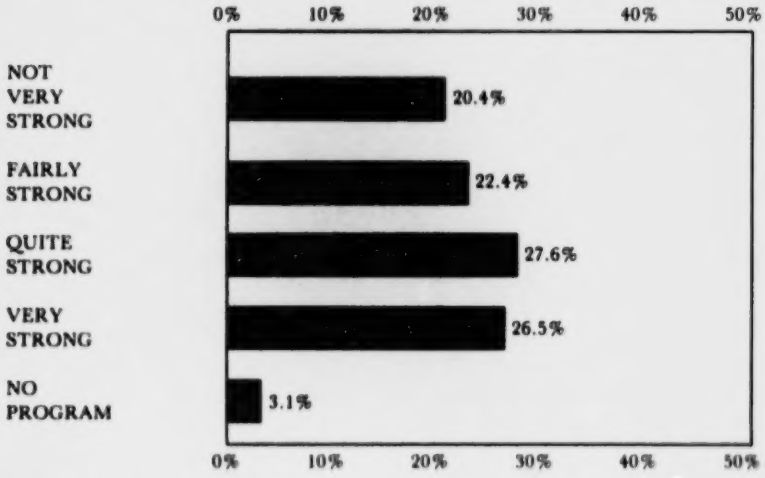
For institutions that indicated a response: "No Response" and "No Opinion" have been omitted. N = 107.

FIGURE 2.4
Ratings of Existing Health Service Program



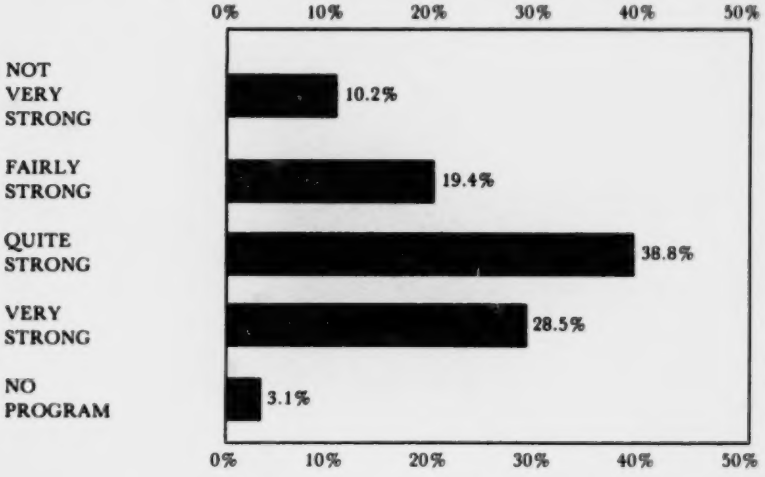
For institutions that indicated a response: "No Response" and "No Opinion" have been omitted. N = 107.

FIGURE 2.5
Ratings of Existing Career Guidance Program



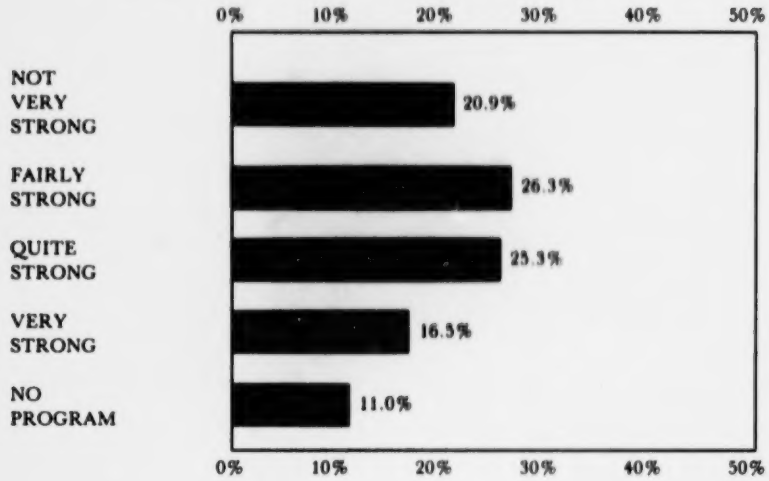
For institutions that indicated a response: "No Response" and "No Opinion" have been omitted. N = 107.

FIGURE 2.6
Ratings of Existing Academic Advisement Program



For institutions that indicated a response: "No Response" and "No Opinion" have been omitted. N = 107.

FIGURE 2.7
Ratings of Existing Housing Assistance Program



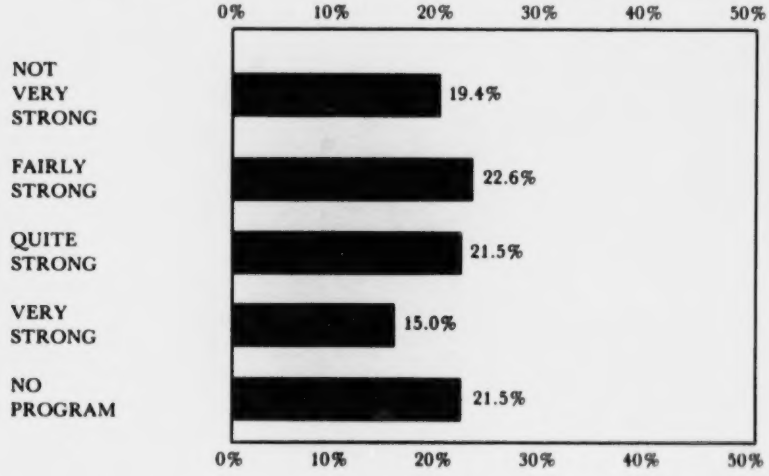
For institutions that indicated a response: "No Response" and "No Opinion" have been omitted. N = 107.

The next three graphs (Figures 2.8, 2.9 and 2.10) rate support programs for **"English as a Second Language," "Writing Skills," and "Math Skills."** The distribution for ESL, when crosstabulated by school type, showed a stronger rating for the two year and four year colleges. Math skill programs were rated higher by these two institution types; however, the writing skills programs were rated quite evenly by the different types of institutions.

Job placement programs (Figure 2.11) are very important to the student for many reasons. Culturally sensitive placement assists the student not only in gaining placement in the appropriate career area, but also helps in finding a job in the geographical location he or she desires. For example, if the student wishes to return home, special assistance may be needed to find appropriate employment in a rural or reservation area. Although job placement rated low on the overall scale, the four different school types rated this type of program consistently low. The ratings displayed on the following graph indicate a strong need for improvement in this area.

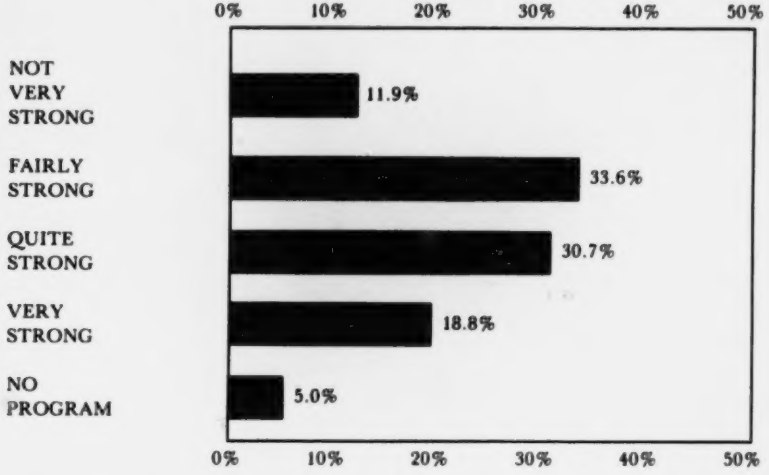
The types of programs most frequently missing within the campus structure are the EOP or Educational Opportunity Program (20), English as a Second Language (20), Health Services (11), Job Placement (10) and Housing Assistance (10). As a note on method, the rating of programs was

FIGURE 2.8
Ratings of Existing English as a Second Language Program



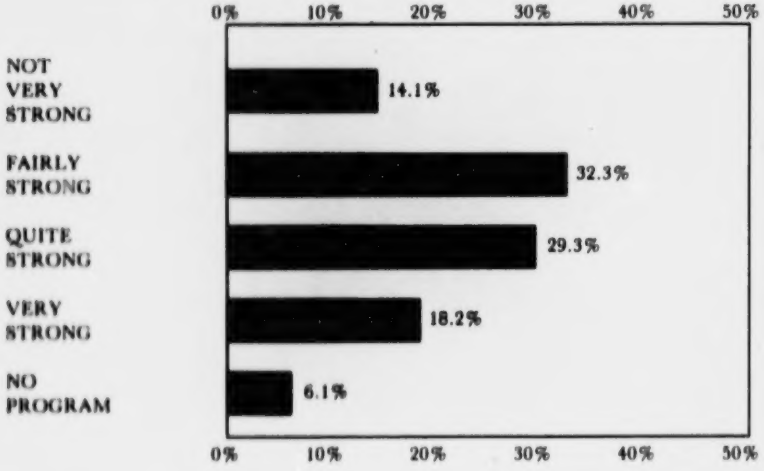
For institutions that indicated a response: "No Response" and "No Opinion" have been omitted. N = 107.

FIGURE 2.9
Ratings of Existing Writing Skills Program



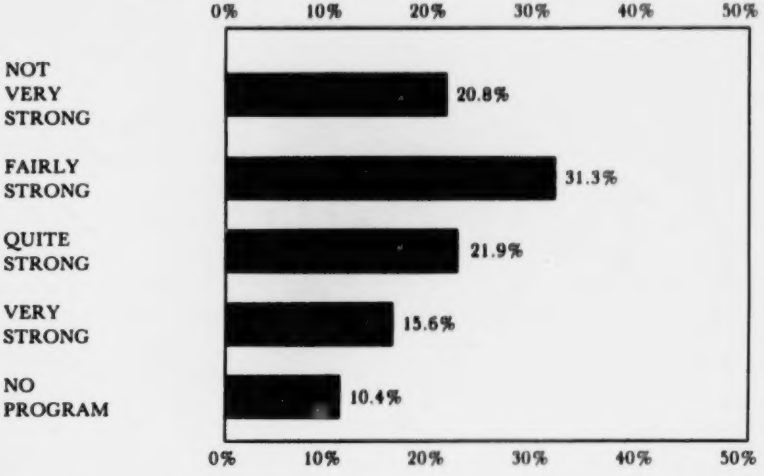
For institutions that indicated a response: "No Response" and "No Opinion" have been omitted. N = 107.

FIGURE 2.10
Ratings of Existing Math Skills Development Program



For institutions that indicated a response: "No Response" and "No Opinion" have been omitted. N = 107.

FIGURE 2.11
Ratings of Existing Job Placement Program



For institutions that indicated a response: "No Response" and "No Opinion" have been omitted. N = 107.

presented as a two-part question. Respondents were asked to rate (a) existing programs and (b) the program need. It was the intent of the project to calculate the need index, or average difference between the two ratings, for each type of program. Unfortunately, more respondents answered only the rating of existing programs section and not the program need section. This response pattern resulted in a sample for both parts to the question that is too small to use in calculating the need index.

SUMMARY

To summarize the data concerning academic program needs, there exist forty-six undergraduate programs with either a major or a minor, or both. Much variation exists in program structure, as different views toward meeting the needs of Indian learners result in diversity of structure. Indian culture specializations have developed primarily in the areas of education, art, history, management, and counseling. Those institutions initiating Indian Studies programs are primarily state funded.

While insititutional support for these developing programs is greatest in the areas of student recruitment and financial aid, the support is poorest in the area of faculty recruitment and research funding. Cooperation is rated lowest in the area of American Indian/Alaskan Native faculty recruitment, an area very important both to student support as well as to sensitive curriculum development. The discussion in this chapter compared the responses of four different institution types, from two-year colleges to universities.

Programs asked to rate their existing campus resources indicated a higher rating of financial assistance and academic advisement programs. In contrast, job placement, Equal Opportunity Program counseling, career guidance, and English as a Second Language programs received a lower rating. These components, indicated most in need of improvement, are often vital to student retention (or reduced student drop-out) and future career placement in positions that are likely to have community impact.

One major need determined by the assessment is that programs need information concerning programs and resources. In other words, who are the programs out there and how can a network be created to assist each other? Programs often feel as though they are operating in a "vacuum." Recognizing the need for mechanisms to share information on strategies and success routes, the project developed several applied components. These are discussed in the final chapter after the needs of learners and the community needs for trained professionals are presented.

CHAPTER 3

COMMUNITY OCCUPATIONAL NEEDS ASSESSMENT

In this next section, a third area is assessed for educational needs. A need is a difference between an existing condition and a desired condition. On the community level, needs are often *felt*. In environments where there are widespread low income levels, low levels of educational attainment, and health problems, the members of a community usually have a feeling for what needs to be done. The goal of education, in relation to Native American philosophy (Forbes 1979) is to try to help children grow so that they have the strength to follow a path where they can see the entire world and other humans as their responsibility.

Ironically, the community area, the most important in terms of the goals of education, is one rarely examined for educational planning. It is our hope that educational planners will find the information on community needs for trained professionals to be a useful guide in program planning. Since there are some important differences between the needs as perceived by communities and the current educational offerings, we urge the reader to review the conclusions (Chapter 6) for our interpretation of these differences.

COMMUNITY NEEDS FOR TRAINED PROFESSIONALS

Of the 117 American Indian/Alaskan Native communities responding to the needs assessment questionnaire, 59 or over half were reservation communities, and the remaining two-quarters were comprised about equally of small town/rural and urban communities (see Table 3.1).

TABLE 3.1
Community Types Responding

Community Type*	Number	Percent of Total
Reservation	56	47.9
Reservation and Rural	3	2.6
Rural	19	16.2
Small Town	3	2.6
Urban	28	23.9
Rural and Small Town	6	5.1
Rural and Urban	2	1.7

*(N = 117)

Since educational planners are often concerned with placement opportunities for certain career options, the survey made an effort to assess the job market in these Indian communities. In Table 3.2, the community services available are summarized.

TABLE 3.2
Community Services Available

	Yes		No	
Service Type*	N	%	N	%
Health Clinic	95	81.2	22	18.8
Elementary Educational Program	88	75.2	29	24.8
High School Educational Program	73	62.4	44	37.6
Adult Educational Program	80	68.4	37	31.6
Vocational Training	62	53.0	55	47.0
Child Welfare	80	68.4	37	31.6
Planning Office	62	53.0	55	47.0
Museum	51	43.6	66	56.4
Arts Program	30	25.6	87	74.4
Native Language Classes	41	35.0	76	65.0
Legal Aid	64	54.7	53	45.3
Job Placement	71	60.7	46	39.3
Economic Development	63	53.8	54	46.2
Housing	85	72.6	32	27.4
Transportation	46	39.3	71	60.7
Other services	17	14.5	100	85.5

*(N = 117)

Community members obtain vocational training under a number of different program structures. Vocational schools are the most prominent, with employment training programs also fulfilling a vital role in vocational education. The types of educational institutions where *community* members tend to seek higher education are indicated in Table 3.4 below. A mixture of two-year colleges and universities is the most common, with universities, four-year colleges, and two-year colleges occuring next in frequency.

TABLE 3.3
Where Community Members Obtain Vocational Training

Program Type*	%
Vocational School	23.9
Employment Training Program	17.1
Community College	9.4
Vocational School & Community College	8.5
Vocational School & Employment Training Program	15.4
Employment Training Program & Community College	6.0
Vocational, Employment Training Program and Community College	12.8
Other Program	1.7
No Response	5.1

*(N = 117)

TABLE 3.4
Where Community Members Obtain Professional Training

Program Type*	%
Two Year College	13.7
Four Year College	14.5
University	19.7
Specialized School	2.6
Four Year College & Specialized School	4.3
Two Year College & Specialized School	2.6
Two Year College & University	21.4
Other Type Program	5.1
All of the Above Programs	8.5
No Response	7.7

*(N = 117)

Communities responded to a total of sixty-nine occupations that require college and university training—indicating high, medium, and low need in the community. This list corresponds to the occupation list asked of *academic* programs. The high need occupations, according to *community* opinion, are ranked in Table 3.5.

TABLE 3.5
Occupations Ranked According to High Need

Occupation*	Rank	Percentage Indicating HIGH Need
Business Manager	1	72.6%
Alcohol and Drug Abuse Counselor	2	64.1%
Registered Nurse	3	61.5%
Doctor	4	59.8%
Employment Counselor	5	58.1%
Legal Assistant	5	58.1%
Mental Health Counselor	6	56.4%
Nurse — LPN	6	56.4%
Tribal Manager	7	55.6%
Family and Child Welfare Counselor	7	55.6%
Lawyer	7	55.6%
Accountant	8	53.8%
Dentist	9	51.3%
Planner	9	51.3%
Law Enforcement Officer	10	47.0%
Elementary or Pre-School Teacher	10	47.0%
Social Worker	11	45.3%
Nutritionist or Dietician	12	44.4%
Computer Programmer	13	43.6%
Electrician	14	42.7%
Hospital or Clinic Administrator	14	42.7%
Personnel Manager	15	41.0%
Resource Management Specialist	16	39.3%
College Teacher	17	38.5%
Dental Technician	17	38.5%
Pharmacist	17	38.5%
Engineer	18	35.9%
Psychologist	18	35.9%
Agricultural Management Specialist	19	35.0%
Physical Therapist	19	35.0%
Psychiatrist	19	35.0%
Public Relations Specialist	20	34.2%
School Administrator	20	34.2%
Economist	21	33.3%
Firefighter	22	30.8%

Occupation*	Rank	Percentage Indicating HIGH Need
X-Ray Technician	22	30.8%
Historian	23	29.9%
Marketing Researcher	23	29.9%
Medical Record Technician	23	29.9%
Veterinarian	24	29.1%
Medical Laboratory Technician	24	29.1%
Sociologist	25	27.4%
Livestock Management Specialist	26	26.5%
Geologist	27	23.1%
Statistician	28	22.2%
Biologist	28	22.2%
Surveyor	29	14.5%
Mathematician	30	19.7%
Newspaper Editor	30	19.7%
Librarian	31	18.8%
Interpreter	31	18.8%
Journalist	31	18.8%
Printer	31	18.8%
Restaurant Manager	31	18.8%
Architect	32	17.9%
Purchasing Agent	32	17.9%
Museum Director	33	17.1%
Chemist	34	15.4%
Art Educator	34	15.4%
Hotel Manager	34	15.4%
Nursery Plant Manager	35	14.5%
Photographic Lab Technician	36	13.7%
Artist	37	11.1%
Photographer	37	11.1%
Commercial Artist	38	7.7%
Clothing Designer	38	7.7%
Music Educator	38	7.7%
Dance Educator	39	6.0%
Actor	40	3.4%

*(N = 117)

The full table of the high, medium, and low needs given in Table 3.6, may be particularly useful for educational planners developing Indian culture specializations.

When the data were examined for differences in community type (i.e. reservation, rural, small town, and urban), several differences did become apparent. High need is indicated more frequently by the reservation communities than by the others for the following occupations: Art

TABLE 3.6
Breakdown of Occupations According to High, Medium and Low Need

Occupation	NEED			No Need	Not Certain	No Response
	Low	Medium	High			
Accountant	13.7%	21.4%	53.8%	.9%	6.9%	3.4%
Actor	72.6%	2.6%	3.4%	.9%	12.0%	8.5%
Agricultural Management Specialist	24.8%	20.5%	35.0%	.9%	12.0%	6.8%
Architect	35.9%	25.6%	17.9%	.9%	10.3%	9.4%
Art Educator	38.5%	28.2%	15.4%	.9%	7.7%	9.4%
Artist	39.3%	29.1%	11.1%	0%	12.0%	8.5%
Biologist	31.6%	21.4%	22.2%	0%	17.1%	7.7%
Business Manager	6.8%	13.7%	72.6%	0%	3.4%	3.4%
Chemist	40.2%	12.0%	15.4%	.9%	23.1%	8.5%
Commercial Artist	40.2%	28.2%	7.7%	.9%	15.4%	7.7%
Computer Programmer	15.4%	29.9%	43.6%	0%	4.3%	6.8%
Counselor—Employment	17.1%	15.4%	58.1%	0%	1.7%	7.7%
Counselor—Mental Health	13.7%	17.1%	56.4%	0%	6.0%	6.8%
Counselor—Alcohol & Drug Abuse	12.0%	15.4%	64.1%	0%	2.6%	6.0%
Counselor—Family & Child Welfare	12.0%	24.8%	55.6%	0%	2.6%	5.1%
Dental Technician	19.7%	29.9%	38.5%	0%	4.3%	7.7%
Dentist	22.2%	15.4%	51.3%	0%	5.1%	6.0%
Doctor—medical	15.4%	15.4%	59.8%	0%	5.1%	4.3%
Librarian	37.6%	26.5%	18.8%	.9%	9.4%	6.8%
Clothing Designer	66.7%	6.0%	7.7%	.9%	12.0%	6.8%
Dance Educator	62.4%	12.0%	6.0%	.9%	11.1%	7.7%
Economist	26.5%	20.5%	33.5%	0%	12.0%	7.7%
Engineer	24.8%	19.2%	35.9%	.9%	12.0%	6.8%
Electrician	12.0%	32.5%	42.7%	.9%	6.0%	6.0%
Fire Figther	17.9%	35.0%	30.8%	.9%	10.3%	5.1%
Geologist	38.5%	14.5%	23.1%	.9%	15.4%	7.7%
Historian	26.5%	26.5%	29.9%	0%	10.3%	6.8%
Hospital or Clinic Administrator	23.1%	17.9%	42.7%	0%	10.3%	6.0%
Hotel Manager	45.3%	15.4%	15.4%	.9%	13.7%	9.4%
Interpreter/Translator	47.0%	16.2%	18.8%	.9%	9.4%	7.7%
Journalist/Reporter	26.5%	40.2%	18.8%	0%	8.5%	6.0%
Law Enforcement Officer	12.8%	28.2%	47.0%	0%	6.0%	6.0%
Lawyer	16.2%	18.8%	55.6%	0%	5.1%	4.3%
Legal Assistant	16.2%	17.9%	58.1%	0%	3.4%	4.3%

TABLE 3.6
Breakdown of Occupations According to High, Medium and Low Need

Occupation	NEED			No Need	Not Certain	No Response
	Low	Medium	High			
Livestock Management Specialist	39.3%	14.5%	26.5%	.9%	14.5%	4.3%
Marketing Researcher	30.8%	16.2%	29.9%	.9%	15.4%	6.8%
Mathematician	35.9%	20.5%	19.7%	.9%	16.2%	6.8%
Medical Laboratory Technician	23.9%	28.2%	29.1%	0%	12.8%	6.0%
Medical Record Technician	17.9%	33.3%	29.9%	0%	12.8%	6.0%
Museum Director	43.6%	21.4%	17.1%	0%	11.1%	6.8%
Music Educator	51.3%	19.7%	7.7%	0%	14.5%	6.8%
Newspaper Editor	40.2%	24.8%	19.7%	0%	10.3%	5.1%
Nurse, LPN	9.4%	23.9%	56.4%	0%	6.8%	3.4%
Nurse, Registered	9.4%	18.8%	61.5%	0%	5.1%	5.1%
Nutritionist or Dietician	18.8%	22.2%	44.4%	0%	7.7%	6.8%
Personnel Manager	24.8%	23.1%	41.0%	0%	6.0%	5.1%
Pharmacist	28.2%	14.5%	38.5%	0%	12.8%	6.0%
Photographer	45.3%	28.2%	11.1%	.9%	8.5%	6.0%
Photographic Lab Technician	45.3%	22.2%	13.7%	.9%	12.0%	6.0%
Physical Therapist	26.5%	22.2%	35.0%	0%	12.0%	4.3%
Planner	16.2%	22.2%	51.3%	0%	4.3%	6.0%
Plant (nursery) Manager	49.6%	16.2%	14.5%	.9%	13.7%	5.1%
Printer	35.0%	27.4%	18.8%	.9%	12.8%	5.1%
Psychiatrist	30.8%	12.8%	35.0%	.9%	15.4%	5.1%
Psychologist	29.9%	12.8%	35.9%	0%	14.5%	6.8%
Public Relations Specialist	25.6%	29.1%	34.2%	0%	6.8%	4.3%
Purchasing Agent	32.5%	31.6%	17.9%	.9%	10.3%	6.8%
Resource Management Specialist (mineral, fish, forestry)	24.8%	17.9%	39.3%	.9%	12.8%	4.3%
Restaurant Manager	35.9%	25.6%	18.8%	0%	12.8%	6.0%
School Administrator	25.6%	26.5%	34.2%	.9%	6.0%	6.8%
Social Worker	16.2%	30.8%	45.3%	0%	2.6%	5.1%
Sociologist	32.5%	17.9%	27.4%	0%	16.2%	6.0%
Statistician	30.8%	26.5%	22.2%	.9%	13.7%	6.0%
Surveyor	34.2%	23.1%	21.4%	.9%	14.5%	6.0%

TABLE 3.6
Breakdown of Occupations According to High, Medium and Low Need

Occupation	NEED			No Need	Not Certain	No Response
	Low	Medium	High			
Teacher—Elementary, Pre-school	22.2%	23.1%	47.0%	0%	2.6%	5.1%
Teacher—College	28.2%	18.8%	38.5%	0%	6.8%	7.7%
Tribal Manager	20.5%	12.0%	55.6%	0%	6.0%	6.0%
Veterinarian	29.1%	20.5%	29.1%	.9%	15.4%	5.1%
X-Ray Technician	23.1%	20.5%	30.8%	.9%	17.1%	7.7%

Educator, Mental Health Counselor, Alcohol-Drug Abuse Counselor, Dental Technician, Dentist, Doctor, Economist, Engineer, Electrician, Elementary or Pre-School Teacher, Historian, Hospital or Clinic Administrator, Nutritionist or Dietician, Law Enforcement Officer, Personnel Manager, Planner, Nursery Plant Manager, Psychiatrist, Psychologist, Purchasing Agent, Resource Management Specialist, School Admininstrator, Surveyor, Tribal Manager, and Veterinarian. Ratings are higher in the rural communities for the occupations of Firefighter, Newspaper Editor, Nurse, LPN, Registered Nurse, and Social Worker. In general, the urban areas indicated lower need for all of the professions than did the other community types, with the exception of the Physical Therapist and X-Ray Technician occupations.

To obtain community feedback on the relevance of the academic curriculum to everyday life, we asked the following questions:

> A commonly heard complaint about college level education, is that students are not adequately prepared for practical or community work. Are there any courses, workshops, or training programs that you feel would be useful preparation for students? (For example: Planning, Proposal Writing, Personnel Management, Financial Management, Government Relations, Etc.)

A breakdown of the responses is given in Table 3.7. Since this question allows an open-ended response, it is important to note that the responses given correspond closely to our suggestions.

The following topics were indicated by two communities each:

Budgeting, Stress Reduction, Self-starting (motivation), Community Understanding Skills, Cultural Knowledge (material), Accounting, Time Management, Natural Resource Development, Economic Development, Self-help and Personal Evaluation, Human Relations Training, Community Relations, Technical Writing, and Career Education.

TABLE 3.7
Workshops Needed to Prepare Students For Community Work

Workshop	Indicating a Need
Proposal Writing	42
Planning	33
Personnel Management	30
Financial Management	30
Government Relations	25
Writing Skills	7
Tribal Government	5
Communication Skills	5
Inter-Personal Relationships	4
Public Relations	4
Speaking Skills	4
Management	3
Knowledge Regulations (e.g. PL95-638, PL95-224, etc.)	3

These topics were indicated by one community each:

Self-confidence Skills, "Game-playing," Report Writing, English, Non-profit Administration, Job Finding Techniques, Problem Solving, Math Skills, Tribal Administration, Assertiveness, Social Relations Skills, Psychology, Product Motivation, Basic Skills, Intertribal Information, Educational Information, Field Work, Human Growth & Potential, Interviewing Skills, Life-Coping Skills, Grants & Contracts, Creative Writing, Counseling, Community Development, Social Work, Environmental Concerns, Indian Law, Leadership, Personal Finances, Basic Studies, Remedial Studies, Supervisory Skills, Organizational Skills.

Many comments were offered on the topic of educational preparation for community work. A few of these follow:

> "A program placing students on a reservation in their future profession before graduation might help integrate formal learning and expectations with the reservation reality."

> "Our problem seems to be that our students while in Junior High and High School are lacking in getting career education exposure. By the time they decide on a career, either they are seniors, and are not prepared to continue in college in this area, or the colleges will not allow admission because of lack of course background."

"I think students at the secondary schools level should be exposed to tribal governments. I noticed after drop out of high school, after a certain age most are interested in tribal government. They become more interested in their community."

"On-the-job training for a summer or a semester."

"Students need to be aware of career education starting at senior high school or even in the lower grades if possible."

"There is often a lack of realism between the academic and the practical. Production is critical in tribal business, is a real understanding of the problem versus memorization of school facts."

"Not enough on-the-job/in field practicum to give the student a realistic picture."

"Training in analytical thinking, problem solving, and writing is universally needed. Education which clarifies the legal status of Indian tribes and the unique relationship which exists between the tribes and various non-tribal (local, state, and federal) entities is also needed. Indian college students could benefit from education/training which teaches decision-making and negotiating skills."

"Internships in field work placement/ human service field work placement/ independent study and practicum experience."

"The greatest problem our native students have is that they are not aware or prepared—not only in mixing with other people, but of their ability to compete scholastically and academically, because of inadequate preparation."

"Students need to be taught that 'book learning' is wonderful and necessary, but there is no substitute for learning your craft. Work experience while attending college or as part of college, is invaluable. A diploma is not the same thing as work experience. Before one begins to 'fake out' the working world, one must know how to do the real stuff."

"All of the above listed would be great help and training for the Indian people of the community. Any kind of training would help."

According to the opinions expressed by the respondents, there are definite needs for informal or supplementary courses to prepare students adequately for community work or involvement.

The project also attempted to assess needs for the professions requiring vocational training. The question, stated with an open-ended structure and suggestions as to occupations, is worded as follows:

> What are the most important needs for vocational training in your community? (For example—Bookkeeper, Carpenter, Community Health Worker, Child Care Attendant, Computer Operator, Data Processing Clerk, Electronic Repair, Fish and Wildlife Technician, Forester, Secretary, Machinist, Nurse's Aide, Printing Press Operator, Soil Conservationist, Teacher's Aide, Typist, Welder, etc.)

The open-ended structure, used to reduce the amount of lengthy checklist information for community response, did not yield a very clear data

set. That is, the communities tended to respond according to the examples given under the question. Another possible interpretation of the data would indicate that our examples estimated with accuracy the high need vocational occupations. It is important to note that other occupations not listed in the question were mentioned with high frequency. More specifically, these are: Mechanic, Electrician, LPN, Printing Press Operator, Plumber, Accountant, Administrator, Small Business Management, and Pre-School Educator. As another related observation concerning vocational training needs, several communities listed occupations that require university or college training, rather than vocational (e.g. Social Worker, Early Childhood Education). This may indicate a need for trained career counselors for the communities.

SUMMARY

In summary, the community sample indicated a high need for trained people in the professional fields, such as Business, Health, and Law. The humanities-based professions ranked far lower. This perspective may indicate the economic and social service delivery realities of community life, and also the often voiced opinion that culture cannot be taught in school.

CHAPTER 4

STUDENT NEEDS

The reasons for American Indian/Alaskan Native student drop-outs have been speculated about and addressed for at least a century from the first mission schools to the present. Only recently has any longitudinal research been carried out to assess attitudes and perceptions among students themselves (McNamara 1982). And, only now has our study asked the academic institutions and the Indian communities along with selected senior students what they perceive as reasons for student dropout. The results of the latter survey are presented here along with some comparisons to earlier works.

Realizing that the needs and problems of Indian students are rarely recognized by academic institutions, McNamara says, "They tend to dismiss their failures by saying that the student just wasn't academically or emotionally equipped for college life and continue their search for the mythic 'qualified' student" (McNamara 1982:45). By putting the burden of adjustment on the student, the academic institutions absolve themselves of the horrifying drop-out rate estimated from 75 to 93 percent. McNamara's summary suggests that "Indian students who—against the odds—have completed high school and gone on to pursue a college degree, enter an environment where their difficulties and/or discomfort are so great that, in the majority of cases, they will withdraw from school without obtaining a degree (1982:47)."

Janet G. Wilson's study sought to determine how Wisconsin Indian people could complete college degrees "in spite of the system" (Wilson 1983: 85). Her findings, like McNamara's, focused on those people who had persisted and who had attained degrees. She found that the majority of respondents held common opinions about the factors contributing to the completion of college degrees:

1. School was enjoyable and interesting.

2. One or more adults had shown encouragement.
3. High school grades had been average or better.
4. English skills were adequate.
5. Math skills were inadequate.
6. Racism had been recognized in high school and successfully coped with in college.
7. A healthy body contributed to completion.
8. A college education was necessary to achieve goals in life.
9. There was an intention to use college-gained skills to benefit Indian people.
10. An inner sense of purpose and determination was necessary in order to complete college.

She found further that the following were commonly held opinions and facts concerning culture:

1. English was the primary language spoken in the home.
2. Religious membership was in Christian churches.
3. One or more parents had been employed.
4. Uncertainty about Indian heritage had been experienced sometime during life.
5. Pride in being Indian was felt.
6. Indian identity was not lost when an education was gained.

The factors emerging from the request to prioritize the five most important factors which contributed to their college completion were:

1. Financial aid
2. Family support
3. Having a personal goal
4. Determination
5. Intelligence (1983: 86-87.)

Our survey asked fifteen questions related to causes of drop-out and six questions related to cultural pressures and drop-out under the heading of "Student and Program Needs." Specifically, we asked, "How would you rate the following as causes of drop-out among American Indian students at your school?" and "How much do cultural pressures contribute to the drop-out of Indian students at your institution?" Each set of reasons had five possible responses to circle "Not a Problem" (or "Not At All"),

"Seldom," "Sometimes," "Frequently," and "No Information." For the most part, responses to the first fifteen causes clustered around "Sometimes," and "Frequently," but the academic and community responses differed markedly. Regional differences were also prominent with the Great Plains differing most sharply from all the other groups. The basic information is presented in Tables 4.1 through 4.5 in rankings and percentages.

In choosing the twenty-one questions, we not only referred to previous studies, but also brainstormed with our colleagues and drew from our experiences at UCLA and elsewhere. Our questions were designed to elicit appropriate responses that could be used in survey research, but they were also designed to do a bit of consciousness raising among those who filled them out. For the latter reason we included such personal factors as "Homesickness," "Loneliness at School," "Unwillingness to Change," and "Fear of Not Being Able to Return Home After Being Educated." The idea was to make institutions and counselors aware that Indian students might not have the same goals for and responses to education as other minority students and most particularly did not have goals comparable to the mainstream middleclass student. The twenty-one reasons are as follows:

Causes of Drop-Out

Financial, or lack of money;
Inadequate preparation—English language skills;
Inadequate preparation—Writing skills;
Inadequate preparation—Math skills;
Alcohol/Drug abuse;
Other health problems;
Lack of motivation;
Housing problems;
Loneliness at school;
Lack of support group of friends or staff;
Lack of long-range or career goals;
Lack of role models;

Cultural Pressures and Drop-out

Jealousy and sibling rivalry;
Unrealistic expectations of the university environment;
Unrealistic concept of rewards for educated Indians;
Lack of trust for the institution;
Unwillingness to change;
Fear of not being able to return home after being educated;

Although previous studies have commonly cited insufficient money, conflicts of values, poor academic preparation, language fluency, the college environment, and family and community background as causes of academic failure, we wish to show that some of the causes may have changed since the 1960's when most of the studies were conducted. The Indian student now entering college might be a second-generation child of Relocation, might have been born in a city; probably went to a public school rather than a government school; and may not speak an Indian language; but, he is still Indian and different from non-Indians.

FINANCIAL

Under the heading of finances, we have grouped "Financial, or lack of money," "Housing problems," and "Other health problems" since the latter two costs are rising disproportionately to the cost of living. (See Tables 4.1, 4.2, and Figure 4.1) Using Table 4.2, we find that "Other health problems" takes last place as a perceived problem in both groups; that "housing problems rank 12th (out of fifteen); and that the old bugaboo "Financial, or lack of money" is 1st and 7th respectively under *academic* and *community*. Figure 4.1, a crosstabulation by institution type, shows surprising results: of the two-year colleges indicating a problem, 61.3% of the respondents checked "frequently" under "Financial;" under "Housing" 13.3%; under "Health" 0.0%. The Ph.D.-granting institutions seemed to have the fewest perceived problems in all areas accept "Health."

Indian clinics and the Indian Health Service hospitals may account for the perceived lack of health problems, but many colleges and universities also offer free or cheap, excellent health care for all students, and Indian students today are less reticent in availing themselves of services such as these than they were in previous generations.

The relatively low ranking for "Housing" as a problem may be explained in several ways; dormitory space and "Indian houses" have been allocated to students on many campuses in line with affirmative action goals; many children of Relocatees already live in cities near colleges and universities and do not have to find housing; the increase of the urban Indian population in general to approximately 50% has likewise placed other Indians nearer to institutions of higher education. Interestingly, Table 4.1, based on responses to "sometimes," shows that *community* respondents view "Housing" as a #1 problem, tied with "Home or personal problems." This finding might reflect the thinking that while housing is available in the cities and college towns, it might not be the appropriate kind of housing for an Indian student coming from a traditional community or reservation.

TABLE 4.1
American Indian Educational Needs Assessment
Perceived Reasons for American Indian/Alaskan Native Student Drop-out

Rankings are based on responses to questionnaires sent to academic *programs or counselors in higher education institutions serving American Indian and Alaskan Native students and to Indian and Alaskan Native tribal groups and* community *organizations.*

Results have been tabulated from the responses indicating "sometimes."

Academic*	%	Community**	%
1. Lack of Motivation	43.0	1. Home Problems	36.8
2. Lack of Goals	42.1	1. Housing	36.8
3. Home Problems	40.2	2. Alcohol/Drug Abuse	33.3
4. Poor Study habits	39.3	2. Lack of Motivation	33.3
4. Alcohol/Drug Abuse	39.3	2. Lack of Support Group	33.3
5. Homesickness	35.5	3. Financial	32.5
6. Writing Skills	33.6	4. Loneliness	30.8
7. Lack of Role Models	29.0	5. Homesickness	29.9
8. Math Skills	29.0	6. Poor Study Habits	28.2
8. Housing	28.0	6. Writing Skills	28.2
8. English Language Skills	28.0	7. Math Skills	27.4
9. Loneliness	27.1	7. Lack of Goals	27.4
10. Lack of Support Group	26.2	8. Health	25.6
11. Financial	25.2	9. Lack of Role Models	22.2
12. Health	23.4	10. English Language Skills	21.4

*N = 107 **N = 117

The problematic topic, "Financial, or lack of money" by itself emerges as a real problem in Tables 4.1, 4.2 and Figure 4.1. In Table 4.2, "frequently," it ranks 1st and 7th respectively under *academic* and *community*. Because many Indian students are older than other students and may have families to support and even extended families "back home" to contribute to, the amount of money a student is allowed to have by the university becomes limiting. (See Table 4.6.) He or she may also be forced to travel back and forth because of family or ceremonial obligations necessitating unusual travel expenses. The *community* from which the student came may view his or her stipend or scholarship as "big money" while he can barely get by on it.

The data are broken down according to regional differences in Tables

TABLE 4.2
American Indian Educational Needs Assessment
Perceived Reasons for American Indian/Alaskan Native Student Drop-out

Rankings are based on responses to questionnaires sent to academic *programs or counselors in higher education institutions serving American Indian and Alaskan Native students and to Indian and Alaskan Native tribal groups and* community *organizations.*

Results have been tabulated from the responses indicating "frequently."

Academic*	%	Community**	%
1. Financial	50.5	1. Math Skills	57.3
2. Math Skills	45.8	2. Poor Study Habits	55.6
3. Writing Skills	42.1	2. Lack of Goals	55.6
4. Poor Study Habits	41.1	3. Lack of Role Models	53.8
4. English Language Skills	41.1	4. Writing Skills	51.3
5. Home Problems	29.9	5. English Language Skills	50.4
6. Lack of Motivation	28.0	6. Lack of Motivation	47.0
7. Lack of Goals	27.1	7. Financial	45.3
8. Lack of Role Models	17.8	8. Home Problems	38.5
9. Homesickness	14.0	9. Alcohol/Drug Abuse	35.0
10. Alcohol/Drug Abuse	13.1	10. Lack of Support Group	34.2
10. Loneliness	13.1	11. Loneliness	16.2
11. Lack of Support Group	8.4	12. Housing	14.5
12. Housing	6.5	13. Homesickness	12.8
13. Health	1.9	14. Health	7.7

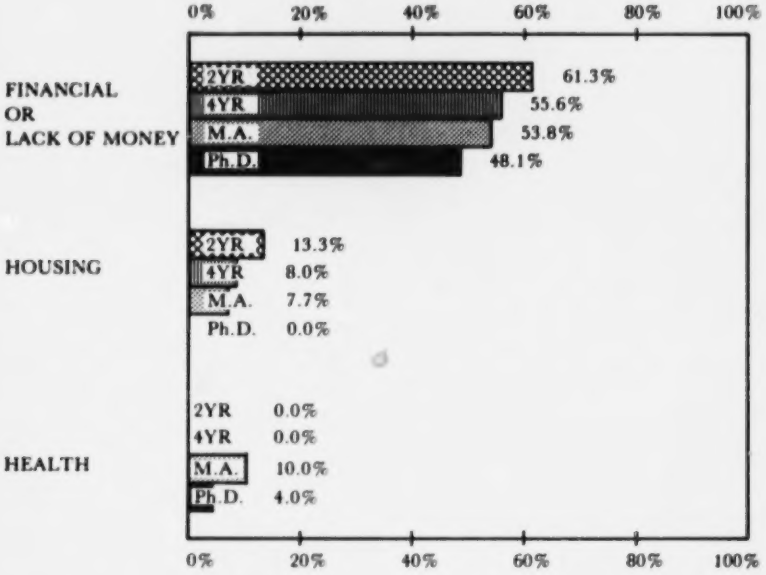
*N = 107 **N = 117

4.3, 4.4 and 4.5. Regional differences under the heading of "Financial" show "Other health problems" as the most important problem reported by the academic sample in the *Southwest*, and the next to least important problem reported by the *community* sample. (See Table 4.3.) In the *Great Plains* the positions are reversed with "Health" coming in last under *academic* and fifth under *community*. (See Table 4.4) The position of the "Health" problem in the ranking of the *Northeast academic* sample is first while the *community* placed it next to last. (See Table 4.5.)

"Housing problems" as perceived by *Southwesterners* are last under *academic* and 7th under *community*. *Great Plains academics* rank "Housing" as 7th, but a problem 2/3 of the time while the *community* constituency ranks it 9th and a problem 1/2 of the time. In the *Northeast* "Housing" is a problem less than 1/3 of the time.

"Financial, or lack of money" is perceived as a problem by less than

FIGURE 4.1
Financial: Reasons "Frequently" Perceived as Causes for Student Dropout by Institution Type*



*Shows responses by institutions that indicated a problem; "No Response" and "No Information" have been omitted. N = 107.

25% of the *Southwest* sample, but is a problem to 63% of the *Great Plains academics* and 51% of the *community*. In the *Northeast* it is the median, 8th in importance in both groups. The reasons for presenting regional and seemingly conflicting data in this paper are to stimulate further inquiry. Although most researchers recognize that Indians should not be lumped together with other minorities in educational statistics, we suggest that neither should they be viewed as a homogeneous group nationally. McNamara found that "enrolling at a two-year college was a negative predictor of both persistence in college and level of educational attainment" and that attending a private college was also a negative predictor of persistence. Her recommendation was that "Indian high school students should be strongly encouraged to attend colleges and universities that offer four-year degree programs, if they have any interest in earning a baccalaureate" (McNamara 1982:195).

TABLE 4.3
(Southwest)
American Indian Educational Needs Assessment
Perceived Reasons for American Indian/Alaskan Native Student Drop-out

Rankings are based on responses to questionnaires sent to academic *programs or counselors in higher education institutions serving American Indian and Alaskan Native students and to Indian and Alaskan Native tribal groups and* community *organizations.*

Results have been tabulated from the responses indicating "sometimes" & "frequently," these being the areas where most of the answers were clustered.

Academic*	%	Community**	%
1. Other Health Problems	62.0	1. Homesickness	34.3
2. Lack of Support Group of Friends or Staff	36.5	2. Lack of Goals	25.0
		3. Loneliness	24.7
3. Alcohol/Drug Abuse	35.7	4. Lack of Motivation	24.5
4. Home or Personal Problems	31.1	5. Math Skills	24.4
5. Lack of Role Models	29.9	6. English Language Skills	23.9
6. Lack of Motivation	28.5	7. Housing	23.4
7. Lack of Long-range or Career Goals	28.1	8. Financial	23.3
		9. Poor Study Habits	22.9
8. Poor Study Habits	27.8	9. Home Problems	22.9
9. Inadequate Preparation-Writing Skills	26.7	10. Lack of Support Group	22.8
		11. Writing Skills	22.1
10. Inadequate Preparation-Math Skills	26.0	12. Alcohol/Drug Abuse	20.1
		13. Health	17.8
11. English Language Skills	25.8	14. Lack of Role Models	15.4
12. Homesickness	22.5		
13. Financial, or Lack of Money	22.2		
14. Loneliness at school	20.7		
15. Housing problems	13.3		

*N = 107 **N = 117

Cultural Pressures

The survey responses to the question, "How much do cultural pressures contribute to the drop-out of Indian students at your institution?" show a division into two groups: (a) the two- and four-year colleges; (b) the M.A. and Ph.D.-granting universities. The college group (a) had the highest percentages responding to all these pressures in the "not at all" or "seldom" columns while the university group (b) had the highest percentages responding to "sometimes" and "frequently." In Figure 4.2, tabulating

TABLE 4.4
(Great Plains)
American Indian Educational Needs Assessment
Perceived Reasons for American Indian/Alaskan Native Student Drop-out

Rankings are based on responses to questionnaires sent to academic *programs or counselors in higher education institutions serving American Indian and Alaskan Native students and to Indian and Alaskan Native tribal groups and* community *organizations.*

Results have been tabulated from the responses indicating "sometimes" & "frequently," these being the areas where most of the answers were clustered.

Academic*	%	Community**	%
1. Poor Study Habits	70.2	1. English Language Skills	52.9
2. Lack of Support Group	69.0	2. Financial	50.8
3. Lack of Motivation	67.1	3. Lack of Support Group	50.7
4. Home Problems	67.0	4. Home Problems	50.0
5. Lack of Goals	66.8	5. Health	47.8
6. Writing Skills	66.6	6. Alcohol/Drug Abuse	47.5
7. English Language Skills	66.2	7. Math Skills	47.4
7. Housing	66.2	8. Lack of Role Models	46.9
8. Math Skills	63.2	9. Housing	46.8
9. Financial	62.9	10. Lack of Motivation	45.6
10. Homesickness	59.6	11. Writing Skills	43.2
11. Lack of Role Models	59.4	12. Poor Study Habits	42.7
12. Alcohol/Drug Abuse	57.2	13. Lack of Goals	38.7
13. Loneliness	55.9	14. Loneliness	38.0
14. Health	36.0	15. Homesickness	29.6

*N = 107 **N = 117

only the "frequently" responses and omitting the "No response" and "information" answers, the *fewest* cultural pressures occur in the two-year colleges while the *most* cultural pressures occur in the Ph.D.-granting universities.

What these data would seem to reveal is a kind of "culture shock" for students attending schools that are primarily research oriented. As LaFromboise summarized:

> A number of studies searching for the reasons behind Indian students academic failure commonly cite insufficient money, conflicts of values, poor academic preparation, language fluency, the college environment, and family and community background as causes of academic failure (Special Subcommittee on Indian Education, 1969; cited in LaFromboise 1979:3).

TABLE 4.5
(Northeast)
American Indian Educational Needs Assessment
Perceived Reasons for American Indian/Alaskan Native Student Drop-out

Rankings are based on responses to questionnaires sent to academic *programs or counselors in higher education institutions serving American Indian and Alaskan Native students and to Indian and Alaskan Native tribal groups and* community *organizations.*

Results have been tabulated from the responses indicating "sometimes" & "frequently," these being the areas where most of the answers were clustered.

Academic*	%	Community**	%
1. Health	58.0	1. Lack of Goals	32.7
2. Lack of Role Models	40.5	2. Writing Skills	31.2
3. Lack of Motivation	39.6	3. Lack of Role Models	29.7
4. Homesickness	37.2	4. Lack of Motivation	29.2
5. Writing Skills	36.7	4. Math Skills	29.2
6. Lack of Support Group	36.5	5. Poor Study Habits	27.5
7. Home Problems	35.9	6. Home Problems	27.4
7. English Language Skills	35.9	7. Housing	26.9
8. Financial	35.2	8. Financial	26.4
9. Lack of Goals	34.0	9. English Language Skills	25.6
10. Poor Study Habits	32.4	10. Alcohol/Drug Abuse	25.2
11. Housing	31.0	11. Lack of Support Group	22.7
12. Loneliness	28.3	12. Health	21.1
13. Alcohol/Drug Abuse	19.0	13. Homesickness	20.0

*N = 107 **N = 117

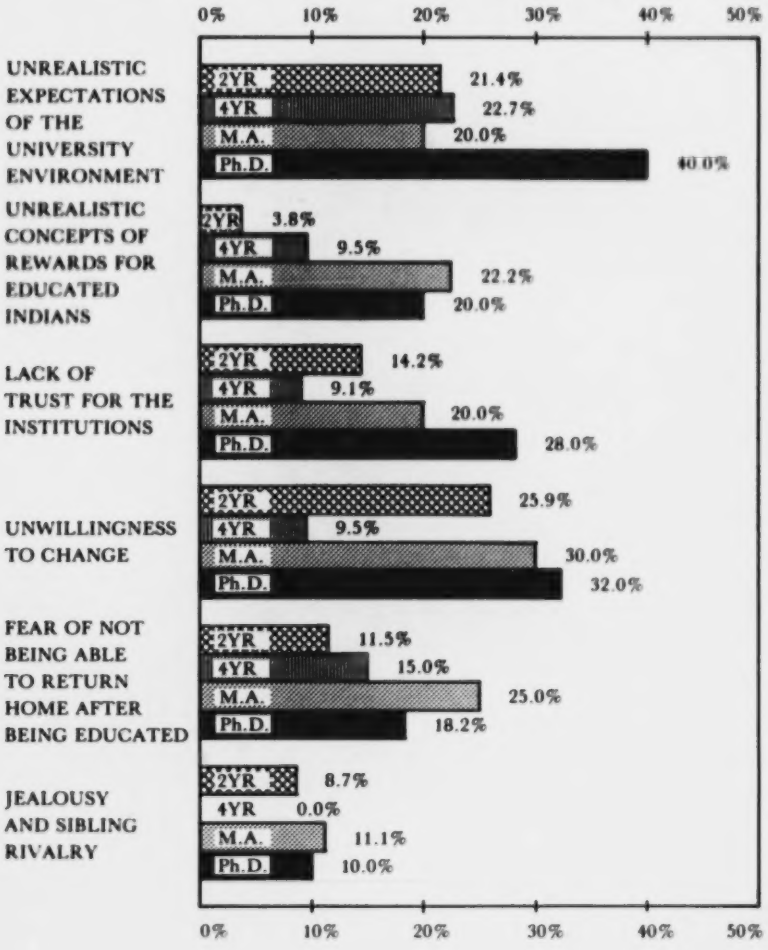
TABLE 4.6
American Indian Educational Needs Assessment

Ages of Senior Students Responding*

	Student
20-25	50%
26-30	19%
31-35	23%
36-40	4%
Over 40	4%

*N = 26

FIGURE 4.2
Cultural Pressures: Reasons "Frequently" Perceived as Causes for Student Dropout by Institution Type*



*Shows responses by institutions that indicated a problem; "No Response" and "No Information" have been omitted. N = 107.

She went on to discuss social, personal, and academic adjustment problems compounded by what she defined as culture shock:

> Culture shock is defined as a disoriented, helpless feeling that occurs with direct exposure to an alien society. The outstanding features of culture shock include an inability to make sense out of the behaviors of others; an inability to predict what other people will say and do; and an inability to use customary categories of experience of habitual actions, for they elicit seemingly bizarre responses (Boch, 1970; cited in LaFromboise 1979:4).

Building on her statement that "the frequency and intensity of shock-related problems may correspond with the degree of identification the Indian student maintains with Indian traditional ways," then one can further hypothesize that students attending schools farther away from their homes and reservations might suffer more severe cultural pressures. Therefore, two-year community colleges (especially Indian-controlled ones) are more likely to be in geographic areas where students are more comfortable; next would come four-year colleges in home states of Indian students; and finally would come the universities granting advanced degrees, sometimes in other states or geographic areas where the students might never have even travelled before.

In addition to the data in Figure 4.2, several of the questions in Tables 4.1 and 4.2 relate to "culture conflicts." We see that "Home or personal problems," "Lack of motivation," and "Lack of goals" rank above the median in Tables 4.1 and 4.2. "Homesickness," "Loneliness at school," "Lack of support group of friends or staff," "Alcohol/drug abuse" all rank below the median except in Table 4.1, where the *community* respondents view them as serious problems. Perhaps the new and more sophisticated Indian population that has been in school in the 1970's does not have the same problems that were identified in the past studies as reasons for drop-out.

McNamara's review of the literature on "culture conflicts" (her term) gives many reasons why the above-mentioned causes of drop-out would be appropriate (1982:20, 30, 33, 36, 44, 45). The summary of her research with *students* suggests "that urban Indians are far better prepared for the transition to college than rural Indians." . . . that "Rural Indians were much more vocationally oriented in their major field choices," . . . and that "Academics and academic environments need to be more responsive to students with academic rather than vocational interests and goals" (1982:191-192). She went on to say:

> Our data also show that rural students were more likely than urban Indians to enroll at large universities further from home. Thus, in addition to the academic adjustment of entering college, these students find themselves on campuses

where they are likely to feel lost and confused and where they are removed from the support of their family and home community (1982:192).

Tables 4.3, 4.4 and 4.5 show some significant geographical differences with the Southwest showing the most susceptibility to "Homesickness," "Lack of Goals," "Loneliness," and "Lack of motivation," especially as perceived by the *community*. Because the *community* differs so significantly in some areas, we would like to suggest that the people at home get to talk to drop-outs more frequently than do *academics* and thus might be in a better position to judge these personal causes of drop-out related to culture conflicts.

Our survey of students yielded a much smaller sample than McNamara's; so we will rely on a condensation of some of her recommendations as they apply to the "Barriers to Educational Progress and Attainment:"

Past Education: Colleges and universities should make a special effort to assess Indian students' academic skills at college entry to identify areas where they are poorly prepared. Based on the results of such individual diagnostic assessments, students should be provided with remedial assistance or skills training that they need in order to compete on an equal footing with their non-Indian peers (McNamara 1982:186).

A better understanding of factors that contribute to educational involvement and interest would be helpful (1982:187).

Finances: Indian students should be discouraged from trying to pay for a major portion of their college costs out of their personal resources and by working during college.

Colleges and universities should reach out to the parents of Indian students, especially parents who have themselves never attended college, to inform them about college life, to let them know what college is like, and what colleges and educators try to achieve in working with students, and to give them a sense of the kinds of problems and successes their children may experience during the undergraduate years (1982:189).

Role Models: Indian students, especially those from rural backgrounds, should be provided with career information and guidance during the precollegiate years, with particular attention to the kinds of training that are prerequisite for entering different fields. Indian studies centers on college campuses should collect biographical information about Indians in a variety of careers and should invite guest speakers to discuss their careers.

College counselors should be alerted to Indian students' tendencies to make somewhat unrealistic career choices, relying on inadequate information about career alternatives and stereotypic preconceptions about what careers are appropriate to men and women. In working with Indian students, they should screen and refer those students who need help with their career planning (1982:190–191).

Culture Conflicts: Indian students from rural communities should be advised to enter colleges and universities where there are support services and programs for Indian students, preferably programs that are administered and staffed by Indians.

College faculty and staff who work with Indian students should learn more about the backgrounds, values, and cultures of Native American students.

Colleges and universities should develop work-study opportunities, internships, and field practicums that help Indian students to see the vocational relevance of their education, that allow them to expand their skills repertoire, and that broaden their knowledge of career alternatives.

Colleges and universities should consider permitting and advising freshmen who enter college expressing strong interest in a particular field and/or training to enter a specific occupation to enroll in introductory courses or seminars in the relevant major early in their undergraduate careers, rather than waiting until after all of their general education requirements have been fulfilled (1982:192-193).

Self-Concept: Students who describe themselves as being sensitive to criticism and defensive should be assisted to develop coping skills that will enable them to succeed in college (1982:194).

The perceptions of our sample of senior students do show some important ideas emerging: the lack of proper academic counseling, especially at the Freshman level was voiced frequently; institutions appeared to favor recruitment over services; it seemed that the institutions put a higher value on themselves than did the students; and finally, that the students circled the "frequently" column under "causes of drop-out" and "cultural pressures and drop-out" oftener than did their counselors or program heads. All of the students in our sample were from universities offering at least M.A. degrees, and the urban respondees indicated fewer problems than did students away from home.

Of the twenty-six American Indian senior students responding, 62% expressed a need or desire for new courses that would further their careers, while 75% believed that additional majors were needed for American Indian and Alaskan Native Students. Of these, 40% wanted American Indian Studies majors in their schools even though 23% were already majoring in Native American/American Indian Studies. When asked which courses, workshops, or training programs would be useful preparation for working in an Indian Community, all the answers had to do with practical considerations, with proposal writing, planning, and government relations garnering 36% of the responses. (See Table 4.8.)

The question, "Do you have an interest in pursuing graduate level education?" drew a 92% "yes" response. Again the areas of specialization chosen tended to be professional and practical with 29% of the respondents

TABLE 4.7
American Indian Educational Needs Assessment

Ranking of Most Common Majors
(including double majors)

Student	
Native American Studies	23%
History	12%
Psychology	8%
Anthropology	8%
All Others	4% each

TABLE 4.8
American Indian Educational Needs Assessment

Ranking of Workshops, Practical Courses,
or Training Courses Needed or Desired

Student	
Proposal Writing	1
Planning	2
Government Relations	2
Financial Management	3
Personnel Management	4
Community-University Relations	5
American Indian Law	5
Community Development	5
All Others	6

expressing desires to study law, medicine, American Indian law, and public health as their first or second choices, respectively.

"Are you interested in working in an Indian community or a tribal organization after graduation?" received an enthusiastic 88% "yes" with 12% "maybe" and 0% "no." While 50% wanted full-time jobs, 29% wanted to participate in social activities and 21% preferred to do volunteer work. Some students checked two or three categories of desired participation.

LACK OF ROLE MODELS

> Familiarity with role models, older friends or adults who have pursued and achieved educational and career goals, can expand and raise students' degree, field or study, and career aspirations, as well as strengthening their motivation to complete their educational program (McNamara 1982:28).

Our study showed that "Lack of role models" is perceived as a problem more by the *community* sample than by the *academic* one. Our *student* questionnaires also yielded many "frequently" responses to this question. (See Tables 4.1 and 4.2). Table 4.2, particularly, reveals this discrepancy with 17.8% of the *academics* indicating "frequently" and 53.8% of the community indicating this response. Several relevant questions may be posed.

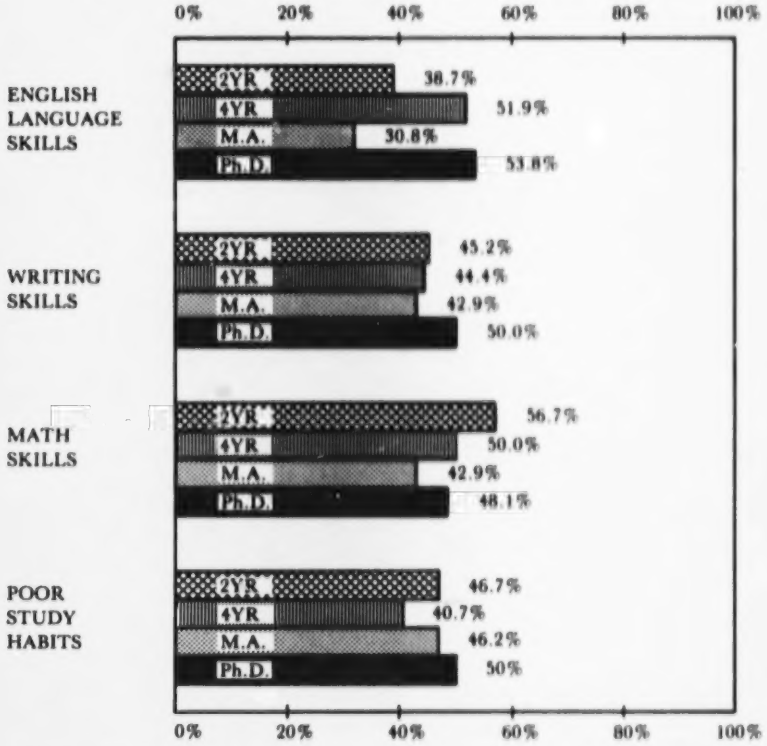
1. Do the *academic* respondees perceive themselves as role models while community does not?
2. Are role models more prevalent in the *academic* institutions than in the *communities*?
3. Are role models needed or perceived to be needed more in the *communities* than in the *academic* institutions?
4. Are the types of professions represented by Indian role models in the *academic* institutions seen as irrelevant to the *communities* and their students?

If the parents' support and encouragement are necessary for the students' successes in higher education, then communication between the *academic* institutions and the *communities* is mandated. "Lack of long-range or career goals" can be traced directly to lack of experience by both parents and students with high-level professionals who are Indian. Table 4.2 shows that "Lack of long-range or career goals" is perceived as a "frequent" problem both by *academics* (27.1%) and by *community* (55.6%). Again, the *community* perceives the problem as more serious than does the *academic* group.

PREVIOUS EDUCATION

Under the heading of previous education, we have grouped several topics based on inadequate preparation—"English language skills," "Writing skills," "Math skills," and "Poor study habits." Table 4.2, showing responses to "frequently," ranks these four causes within the first five listed. Here we have almost total agreement between the *academic* and *community* samples with the *community* again seeing the problem as more severe. In Figure 4.3, crosstabulated by institution type, we find that of the institutions perceiving a problem in previous education, the responses of "fre-

FIGURE 4.3
Previous Education: Reasons "Frequently" Perceived as Causes for Student Dropout by Institution Type*



*Shows responses by institutions that indicated a problem; "No Response" and "No Information" have been omitted. N = 107.

quently" are very revealing. Poor study habits, writing skills, and math skills are a problem to all although problems with English language skills are not so severe as we might previously have imagined.

Major universities across the nation are now addressing the need for preparatory programs. They are trying, especially, to increase the pool of minority and disadvantaged students who are eligible for the university in order to meet affirmative action goals. This would be a fine plan if most Indian students lived anywhere near these major universities, but they do not. The Bureau of Indian Affairs (B.I.A.), the Office of Indian Education, the states, and the tribes must address the quality of education being given Indian youth. The tentacles of the university cannot reach out that far.

CHAPTER 5

STEPS IN FORMING AN INDIAN STUDIES PROGRAM

In any institution of higher education the formation of a new program presents a challenge. Although many time-consuming steps are needed, the program that results makes the work worthwile. Whether the idea for an Indian studies program comes from the surrounding *community*, from the *students*, from the *faculty*, or from the *administration*, all of these groups must be consulted *regularly* throughout the process of establishing the program. A dedicated constituency, convinced of the program's value, is necessary in order for the new program to be established. Some programs take up to five years to be implemented, and during those years, the college or university has to be convinced of the value and must be reminded constantly that the planning is progressing.

EXPLORATION*

The *first step* in realizing the idea for a program is to form a *planning* committee. This must be a *working* committee made up of representatives from the four groups named above. It might also involve prominent Indian scholars from outside your own institution. These outside members can be particularly helpful if they have had experience in establishing or chairing programs that have achieved national recognition. The committee must have a *chair* who has some decision-making power, it must have a modest *budget* for supplies, travel, and clerical help, and it must have a competent

*Subheadings were suggested by Robert Gray, Dean of Fine Arts, UCLA.

author for all the working papers that must be drafted. The major part of the budget can be donated in-kind by an existing office on campus or by a community organization, but there must be some "real" money available to the committee also.

The committee members, as part of their exploration, should set overall *goals*. At this time they should emphasize larger ideas involved with *creating* a program rather than measurable *objectives* that will be used at a later time to measure *progress* towards these goals. An example of a *goal* would be, "training Indian professionals," while an *objective* would be, "offering a course in Indian law."

Another activity that the committee might want to sponsor during this exploration stage is a *needs assessment*. A needs assessment can be as simple as informal interviews based on an open-ended questionnaire or as complicated as the administering of formal research instruments. The value of a needs assessment at the exploration stage of a program is twofold. One, it collects data and opinions of those who will be both users and offerers of the new program, and two, it involves the two groups in the early stages of planning thus insuring timely input. Politically, the needs assessment can be very effective.

DISCOVERY

The *second step* is to assess the existing programs on campus. It is much easier to build a program, starting with courses and faculty already in place, than it is to start "from scratch." Even if the planners do not agree with the points of view espoused by the existing faculty who are teaching Indian studies courses, or courses such as American history that should have Indian content, they must consult and work with those faculty because the college administration and departments have already expressed their approval of them. It is far easier to alter the content of courses already established than it is to get new courses approved. In the course of this second step, the planners should assemble a course list, both graduate and undergraduate, and collect *curriculum vitae* of faculty. They must also ascertain the administrative procedures for establishing new courses and programs; i.e. which committees and/or departments must approve them, how much time it takes, deadlines for submitting materials, which administrators must be consulted, whether the program has to go outside the college or university for approval, and whether there will be money to mount the program once it is established.

The *third step*, and perhaps the most difficult, is to choose a structure. In our survey we found that there were many different types of programs presenting a myriad of choices—a department within a college such as liberal

arts, a program under the auspices of a department, an interdepartmental program either graduate or undergraduate, a graduate program, a specialization within a discipline, and a research component/center, to name a few. This choice is critical because Indian studies cannot be "all things to all people," and the program will be evaluated in due course by whoever is in power to see whether it is fulfilling its mission.

DEVELOPMENT

The *fourth step* is the position paper. After deciding which type of plan to pursue, the committee author, in consultation with the other members, must draft a position paper. This paper should be short—five pages or less—and should contain clear statements about the concerns of the planners. The author should include (1) the rationale for establishing the program, (2) the need and/or demand, (3) the existing resources (courses, academic and support personnel, budget), (4) future resource needs (new courses, faculty, counselors, budget), (5) impact on the community service mandate of the institution, and (6) methods of evaluation after the program has been in operation for a specified period of time.

The committee must then circulate the position paper. They should send it to key people in the four groups represented in the planning committee and to knowledgeable Indian scholars and educators throughout the nation. *Then, they must be willing to listen.* Perhaps the position and program they have chosen is untenable in the institution, or perhaps one of the outside respondents has tried a similar program that did not work. In this early stage, the planners can save time and frustration by revising only a five-page statement rather than revising a much longer program plan at a later stage in the planning.

The *fifth step* is to write a plan according to your institution's guidelines. This plan should be as *detailed* and *comprehensive* as possible, and it should be *rigorous* in following the institution's guidelines, otherwise there will be many rewrites. Whether they are sympathetic to new ideas or not, key faculty and administrators gained their high positions by paying attention to details. They are not likely to overlook any omissions by a fledgling program or committee. Again, the committee should build on existing models either on the campus or from around the nation, should draw on existing faculty and curriculum resources, and should express future needs realistically and fully.

As an example, the proposal should cover the following points (modified for our purposes from California Postsecondary Education Commission (CPEC) "Appendix A"):

1. Name of Program:
2. Campus (if your institution has more than one campus):
3. Degree (or major, minor, or certificate; this will be the choice your committee has decided to pursue.):
4. Date to be started:
5. If modification of existing program, identify that program and explain changes. (This means *new* programs which have roots in existing programs.)
6. *Purpose* (academic or professional training), *distinctive features* and *justification*. How does this program differ from others, if any, offered in your state? If this program is designed to draw students from a national audience, how is this program unique, or how does it relate to other programs around the nation?
7. Type(s) of students to be served:
8. If program is not in current campus academic plan, give reason for starting program now.
9. Please list distinctive features of the program having the character of credit for experience, internships, lab requirements, etc.
10. List all *new* courses required:

Department	*Course Number*	*Title*	*Hours/Week Lecture/Lab.*

11. List all other required courses:

Department	*Course Number*	*Title*	*Hours/Week Lecture/Lab.*

12. List other campuses or institutions, public or private, in your state which now offer or plan to offer this program or closely related programs: (What is of concern here is that of possible duplication; hence, expensive or exotic programs will receive more scrutiny. (Indian studies still seems exotic to many people.) Proposal sponsors should be aware of this and give careful attention to the program justification in (6).)
13. List any related program offered by the proposing institution and explain relationship:
14. Summarize employment prospects for graduates of the proposed program. Give results of job market survey if such have been made. (The results of the survey reported in this book might be helpful here.)

15. Give estimated new and total enrollment for the first 5 years and state basis for estimate.
16. Give estimates of the additional cost of the program by year for 5 years in each of the following categories:

    FTE Faculty
    Library Acquisitions
    Computing
    Other Facilities
    Equipment
    Space

    Provide brief explanation of any of the costs where necessary.

    (The additional resources, if any, required by the proposed program must be included even if they can be supplied by campus reallocation.)
17. How and by what agencies will the program be evaluated? (This refers to normal campus' review procedures over existing programs. If you wish to add procedures such as external evaluation by Indian educators, they should be included here.) In the evaluation plan, you should set standards: (1) a time to evaluate the program (e.g. at the end of the second year); (2) who will do the evaluating (faculty, administrators, students, community leaders, or a committee composed of representatives of some or all of the groups); (3) what form(s) the evaluation will take: (a) written questionnaires, (b) interviews, (c) site visits by external evaluators (Indian or non-Indian), (d) written evaluations on student progress, (e) written reports on faculty and program goals, etc.

Additions to this outline might include letters of support and commitment from departments, faculty, students, community members, the administration, or federal and state agencies. Be aware that your institution may have special forms and required information that should be included in a proposal. The 17 points listed above are given as a guide in the interest of planning, trouble-shooting, and avoiding pitfalls. Be sure to contact your own administration early in the process of writing your proposal and adhere to its guidelines.

Now the planners submit this document to the appropriate committees on campus. Then the real work begins. Because higher education institutions tend to be both bureaucratic and democratic, they allow faculty committees considerable power in administering programs in addition to the power given to administrators. Thus, there may be a proliferation of committees and steps in getting a program approved. The chair of the planning

committee should make a chart of the various committees and administrators who must approve the new program. He or she should then contact the committee and department chairs and key administrators *on a regular basis* to see how the plan is progressing. However, he should *resist* the temptation to bully these key people when they move too slowly.

If the program has to be approved on a statewide or systemwide basis, these committees and administrators should be added to the chart as well and should be contacted also. At this time, since there are never enough Indian faculty to serve on various university or college committees, the planners must enlist non-Indian faculty helpers. They may not necessarily be making final decisions, but they can be good intermediaries and advocates, particularly since they frequently have more seniority than do Indian faculty. Although students must put their studies first, and must not be overburdened, they are often effective and eager lobbyists.

For example, a new graduate program at UCLA requires the following steps for approval:

1. All departments, schools, and/or interdisciplinary groups (this may also include committees within the departments, etc., requiring many steps)
2. All committees of the Academic Senate as required on the campus (also many steps)
3. The graduate council of the Academic Senate (the proposal may have to go back to this committee several times after rewrites)
4. Committee on curriculum and graduate affairs
5. The chancellor of the UCLA campus (with advice from the planning office, another step)
6. The Academic Assembly (systemwide, all UC campuses)
7. The California Postsecondary Education Committee (statewide committee)
8. The president of the University (systemwide)
9. The regents of the University (systemwide)

Counting all internal and external committees, the proposal would have to be aproved by at least thirty different groups before it could be implemented.

At this time committee members must enlist the aid of faculty and administrators (both Indian and non-Indian) who are interested in seeing the program become a reality whether they are directly involved with the program or not. These "friends of the program" can be very influential in contacting the chairs of the various committees listed above and speaking

in faculty and committee meetings about the need for the new program. Frequently, these senior people are non-Indians who have a sincere desire to see you succeed, but *you* must keep them informed as to your progress.

IMPLEMENTATION

The *sixth step* is implementation. While you are waiting to hear from the various committees, you should start working on the details of implementation. One day you may be pleasantly surprised by a memo or phone call saying that your program will start in a month or so, and you must be ready. In the waiting period before approval, you can do many things to get ready: (1) collect names of interested students and write them occasionally as to your progress; (2) write course outlines and syllabuses for the new courses needed and have them approved; (3) recruit faculty to teach the courses; (4) secure resources to pay faculty and to offer financial aid to students; (5) develop filing procedures, etc. to keep track of students' progress throughout the recruitment phase and after they enroll; (6) set up advisors and guidance committees for the students once they arrive; (7) find out the procedures for scheduling classes, cross-listing courses with departments, and registering students; (8) collect all the forms you will need to enroll students, add or drop classes, petition for exceptions, etc.

Actual implementation of a new program can be hazardous not only to students but also to faculty and administrators. The planners should write a comprehensive manual or brochure before the new program starts to guide the student advisors as to its procedures and requirements. Since Indian programs, with their interdisciplinary, holistic approaches to education, tend to differ from mainstream academic curriculum, the requirements need to be spelled out even more clearly than they do for ordinary programs such as American literature, history, etc. that are well established. Assignment of advisors, both faculty and staff, establishment of record-keeping systems, allocation of space, and development of new forms may all be necessary in the first weeks of classes even though you have been planning for years. Even the best planners are in for a lot of surprises, pleasant and unpleasant, when the students actually arrive. Temporary housing and emergency financial aid may be the keys to survival for many students. If a young mother arrives with her child by the hand and ten dollars in her purse, ready to enroll in school, what would you do?

MAINTENANCE

The *seventh* step is maintenance. Offering courses and enrolling students are not enough to ensure maintenance of a program. Turnover and leaves

of absense by faculty, students, and staff usually cause problems for administrators in staffing courses and tracking students. Because of the day-to-day activities in problem solving, many of the staff may lose sight of the larger goals. For this reason, the planners should initiate a formal evaluation at the end of a specified period of time; e.g., at the end of two full years of operation. In addition to the evaluation undertaken by the program planners, the university or college may require other, more formal reviews. These are usually specified in administrative or academic senate guidelines and occur every five or six years.

The planners can fine tune the program by conducting an informal evaluation in the early stages. Students, more frequently than not, will have strong opinions and should be encouraged to express them through positive means. Joint meetings of students and faculty can be constructive in identifying the pitfalls both may encounter before trouble ensues. For example, additional courses might be needed, the quality of existing courses might be improved, practical workshops might be added, additional support services or improvement of existing services might be targeted, or new combinations of courses to meet changing community needs and to prepare students to meet those needs might be implemented. It is critical for the students, faculty, and administrators to follow up on the issues identified by all. At stake, many times, are everyone's credibility and good faith.

The formal evaluation of the program at the end of two years could take several forms: (1) written questionnaires filled out by faculty, staff, and students; (2) oral interviews with all of the above; (3) outside evaluations by Indian scholars or administrators who do a site visit and review documents prepared by the program; (4) all or any combination of the above. Such an evaluation is useful, not only for correcting errors, but also for program planning and expansion. If *you* do a rigorous evaluation of your own program, address your own problems and needs, and take steps to remedy those problems and implement goals, *you* should be able to maintain and develop an outstanding program. *And*, you can maintain control. No longer can an Indian studies program count on a benevolent, liberal administration to carry it through programmatically and fiscally. In these days of uncertain educational budgets, the best defense (as in sports) is a good offense. (For additional information on evaluation see Guyette 1983: 81-104.)

INSTITUTIONAL BARRIERS

In Chapter Two we discussed institutional cooperation (or non-cooperation) in terms of faculty recruitment and research funds. Here we would like to talk about the barriers. In our survey, the question was asked as

follows, "Some program directors and counselors believe that their schools (or institutions) have barriers, either conscious or unconscious, that keep Indian students from succeeding. To what extent do you *perceive* the following topics as barriers in your institution?" Programs were asked to rate their existing components and the need for improvement or added resources. In Table 5.1 we present the results for all school types. In subsequent tables, the data are discussed and broken down by school type.

As was shown in Table 1.4 (Chapter Two) the major sources of institutional support for Indian or Native American Studies programs were the individual states (67.3%). The myth of a special pot of "Indian money"

TABLE 5.1
Extent of Perceived Institutional Barriers

	Percentage of Responses					
Type Barrier*	Not at All	Seldom	Some-times	Fre-quently	No Info	No Resp
Indian minority program funding level	15.9	13.1	30.8	29.0	3.7	7.4
Institutional commitment or lack of commitment to long-range minority program development and growth	17.8	15.9	21.5	35.5	.9	8.4
Faculty hiring practices	15.9	21.5	25.2	21.5	8.4	7.4
Student recruitment and admission practices	22.4	21.5	23.4	21.5	3.7	7.4
Staff hiring practices	20.6	19.6	21.5	24.3	6.5	7.4
Student support programs or lack of programs (e.g. tutoring, financial aid counseling, follow-up for drop out schedule)	27.1	23.4	18.7	19.6	2.8	8.4
Curriculum with Indian content and sensitivity	15.9	15.0	32.7	25.2	3.7	10.2
Identifiable group of Indian faculty and professional staff as role models	16.8	13.1	26.2	29.9	3.7	10.2
Pool of qualified Indian student applicants	23.4	11.2	26.2	21.5	8.4	9.3

*(N = 107)

available somewhere still persists in academia, and program planners and directors have to convince their respective institutions that they deserve regular, hard money support. The president or chancellor must put Indian studies in his budget as a line item when it is submitted to the state. And, the amount of money must be enough to ensure a success. We have many examples from around the nation of special programs that were created on federal monies without adequate support from the host institutions and that were allowed to fail when those extramural sources vanished. This incipient tokenism only serves to raise expectations and foster disappointment and the age-old Indian disenchantment with authority. Table 5.2 shows how funding levels affect the perception of a barrier with 59.8% finding it a problem "sometimes" or "frequently."

The discussion of institutional commitment (Table 5.3) follows logically any discussion of budget. Long-range minority program development and growth in a university or college setting depends on the priorities of the school administration. Table 5.3 shows that the directors and counselors

TABLE 5.2
Extent of Perceived Institutional Barriers
Indian Minority Program Funding Level*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Not at all	18.8%	12.1%	13.3%	18.5%	15.9%
Seldom	9.4%	24.2%	6.7%	7.4%	13.1%
Sometimes	21.9%	30.3%	40.0%	37.0%	30.8%
Frequently	31.3%	18.2%	40.0%	33.3%	29.0%
No Information	6.3%	6.1%	0.0%	0.0%	3.7%
No Response	12.5%	9.1%	0.0%	3.7%	7.4%
N	32	33	15	27	107

**Percentages represent column totals unless otherwise indicated.*

TABLE 5.3
Extent of Perceived Institutional Barriers
Institutional Commitment or Lack of Commitment
to Long-range Minority Program Development and Growth*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Not at all	31.3%	12.1%	13.3%	11.1%	17.8%
Seldom	6.3%	30.3%	6.7%	14.8%	15.9%
Sometimes	18.8%	21.2%	26.7%	22.2%	21.5%
Frequently	25.0%	27.3%	53.3%	48.1%	35.5%
No Information	3.1%	0.0%	0.0%	0.0%	.9%
No Response	15.6%	9.1%	0.0%	3.7%	8.4%
N	32	33	15	27	107

*Percentages represent column totals unless otherwise indicated.

perceive lack of commitment as a "frequent" or "sometimes" problem 57% of the time.

Without true commitment to the spirit of affirmative action and to the recruitment and retention of Indian or Indian studies faculty, no institution can mount a good program. Table 5.4 shows a disparity between the perceptions of respondents from two-year and four-year schools. These differences can be explained in several ways. The four-year colleges and universities regularly require that their faculty members hold the Ph.D. or Ed.D. while two-year colleges require only the M.A. or, in rare cases, the B.A. There is a far larger pool of Indians who have completed bachelor's or master's degrees than have completed doctorates. Also, the two-year colleges often have a revolving door policy for recruiting part-time faculty and can hire teachers whenever they become available. The universities with

TABLE 5.4
Extent of Perceived Institutional Barriers
Faculty Hiring Practices*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Not at all	40.6%	9.1%	0.0%	3.7%	15.9%
Seldom	12.5%	27.3%	20.0%	25.9%	21.5%
Sometimes	15.6%	30.3%	33.3%	25.9%	25.2%
Frequently	9.4%	15.2%	46.7%	29.6%	21.5%
No Information	9.4%	9.1%	0.0%	3.7%	7.4%
No Response	12.5%	9.1%	0.0%	3.7%	7.4%
N	32	33	15	27	107

**Percentages represent column totals unless otherwise indicated.*

their research components need a more stable faculty to maintain their long-term commitments. While contributing to the stability and quality of a program, this university policy does not allow for many vacancies to occur that might potentially be filled by minority faculty. The "last-hired, first-fired" doctrine does not serve Indians very well.

Student Recruitment and Admissions Practices (Table 5.5) also show disparity between the two-year and four-year institutions. Again, the institutional policies depend on the size of the pool of qualified applicants and on the matter of access. Because two-year colleges are more likely to be in a student's home community and more often than not require no entrance examinations or high school prerequisites for admission, Indian students can easily attend. Financially, these schools, with their modest tuition, are also easily affordable. The universities, with their combined screening

TABLE 5.5
Extent of Perceived Institutional Barriers
Student Recruitment and Admissions Practices*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Not at all	37.5%	21.2%	20.0%	7.4%	22.4%
Seldom	12.5%	30.3%	20.0%	22.2%	21.5%
Sometimes	28.1%	18.2%	20.0%	25.9%	23.4%
Frequently	3.1%	18.2%	33.3%	40.7%	21.5%
No Information	6.3%	3.0%	6.7%	0.0%	3.7%
No Response	12.5%	9.1%	0.0%	3.7%	7.4%
N	32	33	15	27	107

**Percentages represent column totals unless otherwise indicated.*

devices of test scores, high school prerequisites, and previous G.P.A.'s tend, consciously or unconsciously, to *select out* potential Indian students. On the positive side, many of these same universities actively recruit the best Indian students and make special provisions for their admission.

Whether the faculty or students like to admit it or not, much of their success is based on the staff of the institutions. Sensitive, dedicated staff can be liaisons between the students and other offices on campus or even between students and faculty. Counselors who do a good job in referring students for appropriate services, facilitating financial aid applications and distribution, helping with enrollment, and coordinating housing and job placement are invaluable. If they are also Indian and can serve as appropriate role models, they are to be treasured. If the school administration encourages and facilitates the hiring of Indian staff at all levels, there is no barrier. Table 5.6 shows that the universities again are perceived as having the most barriers to staff hiring while the two-year colleges have almost none.

TABLE 5.6
Extent of Perceived Institutional Barriers
Staff Hiring Practices*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Not at all	37.5%	21.2%	6.7%	7.4%	20.6%
Seldom	12.5%	27.3%	6.7%	25.9%	19.6%
Sometimes	15.6%	24.2%	26.7%	22.2%	21.5%
Frequently	12.5%	15.2%	53.3%	33.3%	24.3%
No Information	9.4%	3.0%	6.7%	7.4%	6.5%
No Response	12.5%	9.1%	0.0%	3.7%	7.4%
N	32	33	15	27	107

**Percentages represent column totals unless otherwise indicated*

Student support programs such as tutoring services, financial aid, counseling, and followup for drop-out students are addressed in Table 5.7. Here the four-year colleges lead the way with the smallest percentage of perceived problems while the universities with M.A.'s show the highest percentage. Perhaps the Ph.D.-granting institutions have a stronger commitment to keeping students in school by virture of their higher standards, and the two-year schools do not perceive the need because of their easier curriculum.

Students who encounter ignorance among the faculty about their tribes, cultures, languages, civil rights, etc. may feel angry, frustrated and helpless in coping with the curriculum. If there are Indian-related courses and courses with Indian content that they can take, and if these courses and faculty are sensitive to the current status of Indian life, then we perceive institutional cooperation instead of a barrier. However, Table 5.8 belies our hope. The curriculum in the M.A. and Ph.D.-granting institutions

TABLE 5.7
Extent of Perceived Institutional Barriers
Student Support Programs or Lack of Programs*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Not at all	25.0%	30.3%	20.0%	29.6%	27.1%
Seldom	18.8%	42.4%	13.3%	11.1%	23.4%
Sometimes	25.0%	6.1%	33.3%	18.5%	18.7%
Frequently	12.5%	9.1%	26.7%	37.0%	19.6%
No Information	3.1%	3.0%	6.7%	0.0%	2.8%
No Response	15.6%	9.1%	0.0%	3.7%	8.4%
N	32	33	15	17	107

**Percentages represent column totals unless otherwise indicated.*

is perceived as a barrier "sometimes" and "frequently" 73.3% and 74% of the time respectively. The two- and four-year colleges fare somewhat better with 43.8% and 51.5% respectively in the same categories. The lack of sensitive curriculum content is probably connected to the lack of faculty or of programs to link faculty, courses, and students together as was seen in Table 5.4.

The question of acceptable role models for students among the faculty and staff was broached in this chapter (Tables 5.4 and 5.6) under faculty and staff hiring practices. In the section, "Needs of Indian Learners," we also discussed whether lack of role models might be perceived as a cause of drop-out for Indian students. Here (Table 5.9) we tried to find out whether the lack of such role models was perceived as an institutional barrier as well. Our survey shows again that it is "frequently" or "sometimes" a problem 42.4% of the time in the four-year colleges, 50.2% of the time

TABLE 5.8
Extent of Perceived Institutional Barriers
Curriculum with Indian Content and Sensitivity*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Not at all	28.1%	18.2%	13.3%	0.0%	15.9%
Seldom	9.4%	15.2%	13.3%	22.2%	15.0%
Sometimes	18.8%	42.4%	33.3%	37.0%	32.7%
Frequently	25.0%	9.1%	40.0%	37.0%	25.2%
No Information	6.3%	6.1%	0.0%	0.0%	3.7%
No Response	12.5%	9.1%	0.0%	3.7%	6.5%
N	32	33	15	27	107

** Percentages represent column totals unless otherwise indicated.*

in the two-year colleges, a gigantic 73.3% of the time in the M.A.-granting universities, and 70.3% in the Ph.D.-granting institutions. If the institutions do not have a policy to hire and retain Indian faculty and professional staff, then it follows logically that they will also not be able to recruit and retain Indian students who might become future scholars and professionals.

In Table 5.5 we addressed student recruitment and admissions practices. In Table 5.10 we wanted to find out whether the respondents perceived the pool, or lack of a pool, of qualified Indian student applicants constituted an institutional barrier. The "pool" is "sometimes" or "frequently" perceived as a barrier 34.4% by the two-year colleges, 36.4% by the four-year colleges, 66.7% by the M.A.-granting universities, and 66.6% by the Ph.D.-granting institutions. The screening devices identified in the discussion of Table 5.5 seem to be consistent with the findings displayed here also.

TABLE 5.9
Extent of Perceived Institutional Barriers Identifiable Group of Indian Faculty and Professional Staff as Role Models*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Not at all	21.9%	18.2%	13.3%	11.1%	16.8%
Seldom	9.4%	21.2%	6.7%	11.1%	13.1%
Sometimes	18.8%	24.2%	33.3%	33.3%	26.2%
Frequently	31.3%	18.2%	40.0%	37.0%	29.9%
No Information	3.1%	6.1%	6.7%	0.0%	3.7%
No Response	15.6%	10.1%	0.0%	7.4%	10.2%
N	32	33	15	27	107

** Percentages represent column totals unless otherwise indicated.*

STRATEGIES

What then are the coping strategies for overcoming all these perceived institutional barriers? Many of them were outlined in the beginning of this chapter under the *fifth step*. One must enlist the aid of concerned faculty, staff, students, community people, and administrators, both Indian and non-Indian, in order to lobby for increased services, more sensitive curriculum, more responsive hiring and admissions practices, larger budgets, and long-range commitments to Indian studies. If you can place or identify sensitive staff or faculty, either Indian or non-Indian, in key positions to make or implement policy according to your goals and needs, you will be able to make changes and plan for the future. If your institution is insensitive to the unique needs of Indian people in this country, then your program will stagnate and eventually go into a decline. Above all, your program has to be involved in planning, communicating, and actively advocating the educational needs of Indian people at all times.

TABLE 5.10
Extent of Perceived Institutional Barriers
Pool of Qualified Indian Student Applicants*

	2 Year College	4 Year College	Univ. M.A.	Univ. Ph.D.	% of Total
Not at all	34.4%	18.2%	26.7%	14.8%	23.4%
Seldom	12.5%	18.2%	0.0%	7.4%	11.2%
Sometimes	21.9%	27.3%	26.7%	29.6%	26.2%
Frequently	12.5%	9.1%	40.0%	37.0%	21.5%
No Information	6.3%	18.2%	6.7%	0.0%	8.4%
No Response	12.5%	9.1%	0.0%	11.1%	9.3%
N	32	33	15	27	107

*Percentages represent column totals unless otherwise indicated.

CHAPTER 6

CONCLUSION

In a complicated survey research project such as this, one collects varied data that can be interpreted in many ways. Our choice was to focus on the most significant problems in this book and to suggest reasons why these findings emerged. In this conclusion, we summarize the gaps between the available programs and the determined needs. Interpreting these gaps, we explain the short-term and long-term meanings of the findings. As a step toward future development, we recommend actions that would address these high priority needs. Then, we outline areas of needed research that would further an understanding of problems related to American Indian education. Finally, we explain the applied aspects that might meet the determined needs.

INTERPRETATION OF THE GAPS BETWEEN AVAILABLE PROGRAMS AND DETERMINED NEEDS

To summarize briefly the survey findings, the communities indicated the highest need for business managers, counselors (alcohol and drug abuse, mental health, child welfare), health care providers (R.N., doctors, LPN, dentists), legal professional (legal assistants, lawyers), tribal managers, accountants, and planners. For these professions, over 50% of the communities indicated a high need. The existing Indian Studies programs have a greater concentration in the fields of education (teaching, administration), art, history, counseling (child welfare, alcohol and drug abuse, mental health, employment, social work), and tribal management. Given these determined needs, the future direction of American Indian Studies poses

a dilemma. It is often expressed (Ortiz 1980, Chavers 1980) that the culturally appropriate form of Indian studies programs is liberal arts or interdisciplinary because this approach is useful in teaching the holistic nature of American Indian cultures. Yet, communities are indicating a need for trained professionals in the business and health fields. Counseling is the main area where academic programs are providing Indian culture specializations that also coincide with the community high priority needs. It may be time to ask, "what is the purpose of the Indian studies program?"

In trying to match the results of the academic and community surveys, some interpretation is needed to understand the discrepancies between the community needs and the offerings. Upon first glance it might appear that Indian Studies programs would need to redirect themselves completely. Our project questioned such a redirection carefully, since there must be a reason why certain directions became established over the past twenty years. Careful interpretation of the needs assessment data was necessary before finalizing recommendations.

In order to understand the results of the needs assessment, we examined the data within the framework of short-term versus long-term goals.[1] **The communities (reservation, rural and urban) experiencing high incidences of poverty, unemployment, health problems and low educational levels, are expressing short-term needs.** The programs that would meet the communities' needs (business, health fields, legal assistance, tribal management) would address the urgent socio-economic problems. **In contrast, the educational programs currently in place are focusing on long-term goals such as cultural preservation.**

The Indian studies program in higher education, usually interdisciplinary in nature, does serve many functions that can help meet these determined community needs. Specialized programs usually develop at institutions where Indian studies programs are already established. The interdisciplinary program serves as an advocate for new course development emphasizing Indian culture needs, for the development of student support programs, and for faculty recruitment. While the shortage of faculty members was reported as the main barrier to program development, it also indicates a lack of role models for Indian students. Another need determined for learners can be met through the presence of Indian role models within the Indian studies program.

The beginning of the 1980's may see new directions for the Indian studies program. As the humanities emphasis of the 1970's may have reflected goals of the late 1960's, communities are turning to the realities of survival in a new age. An updating of goals may shift course content from the teaching of cultural diversity for the purpose of general understanding and

enlightenment, a goal of the 1960's, to the more practical presentation of cross-cultural communication and understanding within the context of specific professions. The direction of practical functioning within the economic realities of a multi-ethnic society is one that all ethnic studies programs are facing in the 1980's. With the recent decrease in federal funds for human services, the answers for the next decade may need to come from within the communities. And the financial realities of community life are reflected in the high priorities placed by American Indian communities upon business and law. Awareness of needs is but a first step; plans for implementation are now necessary. It is hoped that this study will increase communication between educational planners and communities, providing the information needed for development.

PROGRAM RECOMMENDATIONS

Based on the findings of the nation-wide needs assessment for American Indian Studies, the following recommendations are suggested for improvement to meet the needs of learners:

1. **Need for National Level Organization**. Increased networking on the national level would form a program support group. This is particularly important to newly established developing programs, where the sharing of information on the development process and steps to overcome barriers can save them time and energy. Because programs often duplicate the development of certain types of tasks, the circulation of examples such as degree program outlines, could greatly further progress in American Indian Studies. Another mutual benefit of the networking system is the encouragement from other programs. This is particularly necessary when one person or a small group is faced with the enormous task of starting an academic or support program. Further development of the "Native American Studies Association" and the proposed "Consortium of Colleges and Universities to Recruit Native American Studies for Graduate Education (UC, Berkeley)," is an example of the networking needed.

2. **Need to Promote Visibility of Professional Role Models**. Students are both encouraged and informed of professional possibilities when given the chance to interact with American Indians with advanced degrees. Four direct ways of facilitating this type of contact are: a) forming a network of speakers to participate in lecture series, so that the small number of degreed professionals visit American Indian Studies on a rotating basis, b) distributing newsletters which highlight the professional (e.g. research projects, publications, promotions, community

assistance) accomplishments of persons involved in American Indian Studies, c) establishing a pool of visiting faculty to share the small number of existing faculty members for a year or part of a year, and thus introducing new ideas and role models into each program, d) encouraging student involvement in conferences to further professional involvement and introduce close contact with professional role models at an early career stage.

3. **Need for Practical Workshops to Prepare Students for Community Life**. A culturally important objective of American Indian education is preparation for meeting responsibilities to the tribe or the community. Since academic requirements often prepare a student more for university life than for community life, practical workshops are needed to meet specific community requirements. To summarize the results of the community needs assessment, the community groups indicated that the highest need was for practical workshops in "proposal writing, planning, personnel management, financial management, government relations, writing skills, and tribal government, communication skills, inter-personal relationships, public relations, speaking skills, and management." These skills, combined with academic learning will more adequately prepare the student for practical applications of their knowledge in the community setting.

4. **Need to Develop Strategies for the Retention of Indian Studies Faculty**. An essential component to the continuation and vitality of American Indian Studies programs is the growth (numerically and intellectually) of faculty members. Several strategies would greatly increase this growth: a) increasing institutional commitment by developing faculty support slots (often called FTE), specifically designated for American Indian Studies or American Indian faculty, b) improving the effectiveness of affirmative action programs on campus, c) encouraging departmental recognition of the contributions of minority faculty, such as committee work, student advising, administration of minority programs, and national level committee contributions, d) gaining faculty released time for such contributions, as well as increased weighting in promotional considerations.

5. **Need for Increased Research Support in American Indian Studies**. Culturally accurate and sensitive research is a critical contribution to the development of appropriate textual material for American Indian Studies courses. Funding and released time to conduct such research is a very important aspect of the kind of support that furthers promotion and retention rate of Indian Studies faculty.

6. **Need for Publication Support for American Indian Studies Materials.** This area of need relates not only to increased availability of textual materials for courses, but also to the additional publication options of Indian Studies faculty. Creating top level journals involves several interrelated needs. Firstly, institutional support is necessary to develop a journal since reaching a self-sustaining phase takes several years. Secondly, program faculty must strongly encourage the various disciplines to recognize American Indian journals. At the present time, departments place major consideration for promotion on articles published in the recognized academic journals of the disciplines, thus discouraging faculty from publishing in other journals. Although the solution sometimes seems circular, once faculty submit top quality articles to the American Indian Studies journals, the overall quality will increase, and subsequently the academic prestige of the journals will also increase.

7. **Need for Follow-up on Student Drop-out.** When the needs assessment study asked programs about their drop-out rates, many programs discovered that they did not know the drop-out rate for their program. Follow-up to identify drop-outs, determine reasons for drop-out, and to develop ways to encourage students to re-enter is seen as expensive and generally beyond the resources of the program. The very differing views expressed by community and academic respondents as reasons for drop-out illustrates the need to understand this problem better and to develop ways to address it. If the academic view of inadequate academic preparation is the common reason, then academic preparatory programs are needed. If the community view of lack of role models and goals is the more important reason, then recruitment and retention of American Indian faculty and the encouragement of goal setting is an important route. Educational goals are also strongly related to linkages between academic content and community applications. In other words, if the student is not able to see the potential applications of "book learning," then educational goals are not meaningful. Follow-up is a first step to providing encouragement and assistance to the student drop-out. Perhaps a nation-wide project could be established to assess drop-out rates, identify reasons for follow-up and test strategies. Once a successful model for student follow-up has been demonstrated, programs may be able to secure funding for follow-up services to reduce student drop-out.

NEEDS FOR FURTHER RESEARCH

In the process of assessing the current successes, needs, and difficulties of American Indian Studies programs, the UCLA project was able to define

certain areas where further information would contribute to a better understanding of possible solutions. These areas of needed research are:

1. **Faculty Retention Barriers**. Although graduate student support programs have greatly increased the available pool of qualified faculty and Affirmative Action programs have increased the hiring rate, the low rate of American Indian studies faculty achieving tenure is not entirely understood. Increased knowledge in this area could assist programs in developing strategies to assist beginning faculty members.

2. **Student Success Studies**. The identification of factors leading to student retention, such as the nature of adequate preparation, goal orientation and academic support programs would be useful to secondary schools as well as the post-secondary programs in advising and assisting students. Success studies could also address the post-graduation professional involvement and linkages to communities.

3. **Drop-out Studies**. A greater understanding of the extent of American Indian student drop-out, both on the undergraduate and the graduate levels is needed to understand the symptoms of potential drop-out more fully and to develop ways in which students can be assisted. The discrepancy between the reported community and academic program perceptions of reason for drop-out indicate a great deal of potential understanding to be gained in this area. Since many programs report the lack of time and personnel to conduct follow-up as reasons for the lack of drop-out statistics, a project might be developed to assist programs nationwide in this task.

4. **Effective Follow-up Methods**. Follow-up involves not only locating the former student, but also successfully communicating on such topics as overcoming institutional barriers, setting goals, and dealing with personal problems. Although programs often report not having the needed personnel for this task, a greater understanding of the reasons for drop-out coupled with recommendations for effective follow-up techniques may greatly reduce the time needed for follow-up and increase the success rate.

5. **Career Awareness Models**. Although more progress has been seen in this area than in those mentioned above, additional model programs could be developed at the secondary level to promote career awareness, advisement on academic requirements, and preparation for academic and/or urban life. Of a more specific need is the postsecondary model to prepare students for graduate level career options and the intricacies of departmental relations and thesis or dissertation research.

APPLIED EFFORTS

Along with the research projections, the applied efforts of the project were developed as the academic and community needs were determined. Some of the greatest needs expressed by programs can be met through the availability of information and through the creation of a support network. Our applied efforts are directed toward the establishment of such a network by the following steps:

1. During the 1982-83 academic year, UCLA established the Native American Studies Newsletter and distributed it free-of-charge to 100 Indian studies and support programs. The newsletter provides information on conferences, funding opportunities, publications, and program news. The production of the newsletter will rotate among Indian studies programs annually.

2. Given the favorable response to the idea of creating a visiting faculty pool, the project distributed a list of possible teaching areas for both faculty available to visit and for faculty needed on a visiting basis. It is hoped that a visiting faculty exchange will result to meet the faculty shortages of the participating programs.

3. A workshop was given at the "Southwest Regional Indian Education" conference on "Steps Toward an Indian Studies Program." This topic, covered also in this resulting book, explains the planning and implementation process and presents methods of dealing with institutional barriers.

4. The most important applied effort of the study is the free distribution of the needs assessment results to the academic programs and the communities that participated in the project. Since this book also contains a nation-wide directory of Indian studies programs, it is expected that as a result of this distribution there will be:

   a. Increased awareness on the part of those responsible for planning programs directed at Indian learners, of current offerings and development plans of other institutions. It is expected that this awareness will facilitate increased communications and will further complementary development rather than duplication. With the information on determined community needs, educational planners may be able to develop programs to meet these needs.

   b. Awareness by American Indian community educators and social service personnel of postsecondary programs available for Indian learners. In addition to creating a referral network, this outcome may lead to the development of preparatory programs for learners on the

community level. Another expected outcome is the furthering of community/institutional contacts for reciprocal research relationships that would be in the best interest of the Indian learner.

c. The identification of areas for needed research that would directly benefit American Indian learners. For example, the perceived differences in reasons for high drop-out can form a basis for future research.

d. The development of a culturally sensitive curriculum that meets the needs of Indian learners and American Indian communities through direct applications of the project results to the development of specific courses and specializations for the M.A. program in American Indian Studies at UCLA.

And lastly, it is hoped that the project will provide a model for other minority groups to assess the gaps between educational program offerings available to students and student/community needs for culturally relevant education.

NOTES

1. Personal communication with Ted Jojola, October 1983.

BIBLIOGRAPHIC OVERVIEW

For those researchers interested in further Indian education studies, this brief bibliographic overview lists major sources. Two recent works, *American Indians in Higher Education: A Longitudinal Study of Progress and Attainment* by Patricia McNamara (1982) and *Wisconsin Indian Opinions of Factors Which Contribute to the Completion of College Degrees* (1983) by Janet Wilson, review the major studies and are excellent sources for learner-oriented conclusions.

Sources on Indian education levels in general include the U.S. Bureau of the Census volume titled *General Social and Economic Characteristics* (1983), the American Indian Policy Review Commission's *Report on Indian Education* (1976) and *Final Report* (1977), and the U.S. Commission on Civil Rights (1978). Other sources on Indian education in general include *Beyond the College Years* (Astin, El-Khawas, Bisconti 1973), *Beyond the Open Door* (Cross 1976), *To Live on This Earth: American Indian Education* (Fuchs & Havinghurst 1972), *Minorities in American Higher Education* (Astin et al 1982), *The Feasibility of an Indian University at Bacone College* (Chavers 1979), *The Schooling of Native America* (Thompson 1978), "Community Needs and Educational Institutions" (Powless 1982), "Educational Problems in the Indian Community, A Comment on Learning as Colonialism" (Wilkinson 1981), "Cultural Discontinuities and Schooling" (Ogbu 1982) and "A Short History of Indian Education" (Kickingbird and Kickingbird 1979).

Many sources are available on factors relating to academic achievement. These include a *Review of the Literature on Educational Needs and Problems of American Indians and Alaskan Natives: 1971 to 1976* (1977), *American Indian Issues in Higher Education* (American Indian Studies Center 1981), *Cultural Factors in the Success and Failure of American Indian Students in Higher Education: A Case Study for the Yakima Indian Nation* (Rose 1979), *An Analysis of Academic*

Achievement of Indian High School Students in Federal and Public Schools (Bass 1971), *Multicultural Education and the American Indian* (American Indian Studies Center 1979), and *American Indian Students in Arizona Colleges: A Discriminant Analysis of Select Variables that Contribute to Success and Failure* (Quimby 1963). Articles concerning achievement include "Culture Shock Experienced by Native Americans in Higher Education," (LaFramboise 1979), "Pressure Points in Growing Up Indian," (Witt 1980), "American Indian Adult Education and Literacy: The First National Survey," (Brod and McQuiston 1983), "Higher Education of Indian Students," (Buffalohead 1976), "False Promises: Barriers in American Indian Education," (Chavers 1982), "Factors Related to the Persistence of Indian Students at College Level," (Patton and Edington 1973), "Cherokee School Society and the Inter-cultural Classroom," (Dumont and Wax 1976), and "Instruction and Affect in Hopi Cultural Continuity" (Eggan 1976).

Other achievement oriented studies that may be valuable for methodological approaches are *An Investigation of the Value Orientation of American Indian College Students* (Evans 1974), *Characteristics of Self-Regard, Locus of Control and Academic Achievement of Selected American Indian Students in Higher Education* (Harris 1974), *Alaskan Natives in Higher Education* (Kohout and Kleinfeld 1974), *A Study of the Variables Related to Satisfaction of North Dakota American Indian Students in Higher Education* (Lawrence, 1974), *The Effects of Selected Cultural Variables Influencing the College Performance of Native American Indians* (Norris 1971). Additional sources on achievement include *A Study of the Relationship of Peer Tutoring and Academic Achievement for a Select Group of Indian Students* (Webb 1976), the B.I.A.'s *Higher Education Evaluation: Student Characteristics and Opinions* (1973), *An Analysis of Statements Made by Indian College Students Concerning Success or Failure in Four-Year Colleges in Oregon* (Picotte 1974).

Learner focused studies include those on the topic of student drop-out. These include *A Study of the Contributing Factors Relating to Why American Indian Students Drop Out or Graduate From Educational Programs at the University of North Dakota* (Jeanotte 1982), *A Study of Retention at Mount Senario College* (Bady 1982), "Studies of College Attrition: 1950-1975" (Pantages and Creedon 1978), *Withdrawal from Institutions of Higher Education* (Fetter 1977), *Preventing Students from Dropping Out* (Astin 1975), *19 Pueblo Dropout Study* (All Indian Pueblo Council circa 1978), "Why Do Indian Students Drop Out of College" (McDonald 1978), "Oglala Sioux Dropouts and Their Problems with Educators" (Wax 1976), and *A Study of Selected Characteristics of Successful and Unsuccessful American Indian Students Enrolled at Montana State University from September 1967 to June 1972* (Voyich 1974).

Financial aid studies comprise another important aspect of Indian education research. Examples of such studies are *Coordination Needed in the*

Award of Financial Aid to Indian Students (U.S. GAO 1975), *Student Financial Aid and Persistence in College* (Astin and Cross 1979), *The Bureau of Indian Affairs Should Do More To Help Educate Indian Students* (U.S. GAO 1977), and *Statistics Concerning Indian Education: Fiscal Year 1979* (Leading Fighter 1981).

Counseling is another area in need of future research. Two studies concerning this topic are *Continuing a College Education: A Guide for Counseling the American Indian Student* (Minugh 1982) and the B.I.A.'s *Evaluation Report on Indian College Student Counseling Program, University of New Mexico, New Mexico State University* (1976).

Although some of these study results are dated, they contain important research contributions to methodology. Several other sources, particularly those regarding educational programs, are mentioned in the preceding text as they pertain to our findings.

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APPENDIX A
Academic Questionnaire

AMERICAN INDIAN
EDUCATIONAL NEEDS ASSESSMENT

The American Indian Studies Center at UCLA is conducting a three part needs assessment: 1) an assessment of the current and planned programs in American Indian Studies, 2) an assessment of the need for trained professionals in Indian communities, and 3) an assessment of the needs of Indian learners. The *gaps* between existing programs and training needs will then be identified. Results will be distributed free-of-charge to all of the participating schools and communities who answer the questionnaire, thus increasing awareness and sharing information on the existing programs and community needs. We appreciate your taking the time to fill out this questionnaire and will send you the results as soon as they are available.

PART I PROGRAM INFORMATION

The following questions will help us identify resources and needs.

1. PROGRAM _____

SCHOOL _____

_____

ADDRESS _____

_____

DIRECTOR OR CONTACT PERSON:

_____

TELEPHONE _____

2. INSTITUTION TYPE:

__2 year college

__4 year college

__University (M.A. highest degree)

__University (Ph.D. highest degree)

3. MAJOR SOURCE INSTITUTIONAL SUPPORT

__State

__Private

__Federal

4. Is your college or university tribally controlled?

__yes __no __not certain

5. PROGRAM DESCRIPTION: Brief description of program type, courses and services, etc.

_____

_____

_____

_____

_____

_____

6. NUMBER OF STUDENTS ENROLLED THIS CURRENT YEAR

	No. of Students
Undergraduate American Indian students	____
Undergraduate students majoring in American Indian Studies (Indian and non-Indian	____
Graduate Indian Students	____
Indian students in special programs (for example, extension)	____

7. GRADUATES How many Indian students were graduated at your school in 1981?

AA degree _____

BA or BS degree _____

Graduate degree _____

PLEASE RETURN TO: *Project Director, Educational Needs Assessment, American Indian Studies Center, 3220 Campbell Hall, University of California, Los Angeles, Los Angeles, CA 90024*

Due to the shortage of American Indian faculty, there is currently discussion of creating a pool of Indian faculty and assisting Indian graduate students with placement. Please indicate the following resources and needs at your school.

7. AMERICAN INDIAN STUDIES FACULTY

Names	Highest Academic Degree Held	American Indian or Alaskan Native?		Courses Prepared to Teach
		yes	no	
		yes	no	
		yes	no	
		yes	no	
		yes	no	

8. FACULTY NEEDED

# Positions	Desired Degree	Discipline

9. INDIVIDUAL COURSES CURRENTLY AVAILABLE Please add an additional page if more space needed.

10. COURSES PLANNED FOR THE NEAR FUTURE

11. COURSES DESIRED IF FACULTY WERE AVAILABLE

12. Since there is a small pool of American Indian faculty in the country, it has been suggested that a pool be created for visiting faculty positions. Do you have a need for visiting faculty?

__No __Yes __If yes, how many visiting faculty per year?

Discipline (and specialization)	Length of time (check one) Quarter	Semester	Year

13. Are there faculty members in your program who are willing to hold visiting faculty positions?

__No __Yes __If yes, how many faculty members per year?

Discipline (and specialization)	Quarter	Semester	Year

14. PROGRAM DESCRIPTION *(Please indicate the status of your current program and any programs in the planning stages.)*

TYPE PROGRAM	NOW EXISTING		PLANNED			
	Yes	No	Not Planned	Preliminary Planning	Plan Written	Plan Pending
Full department status						
Program administered under another department						
Major in American Indian Studies — undergraduate						
Minor in American Indian Studies — undergraduate						
Degree in American Indian Studies — graduate level						
Indian culture specialization in a discipline (e.g. Education, Social Work) — undergraduate Specify_____						
Indian culture specialization, in a discipline (e.g. Education, Social Work) — graduate level Specify:_____						
Research Unit						
EOP Program or other Minority support program						
Indian counselor on campus						
Other type of program_____						

PLEASE RETURN TO: *Project Director, Educational Needs Assessment, American Indian Studies Center, 3220 Campbell Hall, University of California, Los Angeles, Los Angeles, CA 90024*

PART II STUDENT AND PROGRAM NEEDS

The information in this section will assist us in identifying student and program needs. Your responses will be kept *confidential.*

15. CAUSES OF DROP.OUT

How would you rate the following as causes of drop out among American Indian students at your school? Please circle your response.

REASON	Not Problem	Seldom 1	Sometimes 2	Frequently 3	No Information
Financial, or lack of money	NP	1	2	3	NI
Inadequate preparation-English language skills	NP	1	2	3	NI
Inadequate preparation-Writing skills	NP	1	2	3	NI
Inadequate preparation-Math skills	NP	1	2	3	NI
Alcohol/Drug abuse	NP	1	2	3	NI
Other health problems	NP	1	2	3	NI
Poor study habits	NP	1	2	3	NI
Homesickness	NP	1	2	3	NI
Home or personal problems	NP	1	2	3	NI
Lack of motivation	NP	1	2	3	NI
Housing problems	NP	1	2	3	NI
Loneliness at school	NP	1	2	3	NI
Lack of support group of friends or staff	NP	1	2	3	NI
Lack of long-range or career goals	NP	1	2	3	NI
Lack of role models	NP	1	2	3	NI

16. CULTURAL PRESSURES AND DROP OUT

How much do cultural pressures contribute to the drop-out of Indian students at your institution?

	Not at All	Seldom	Sometimes	Frequently	No Information	Comments
Jealousy & sibling rivalry	N	1	2	3	NI	_____
Unrealistic expectations of the university environment	N	1	2	3	NI	_____
Unrealistic concept of rewards for educated Indians	N	1	2	3	NI	_____
Lack of trust for the institution	N	1	2	3	NI	_____
Unwillingness to change	N	1	2	3	NI	_____
Fear of not being able to return home after being educated	N	1	2	3	NI	_____

17. HOW WOULD YOU RATE YOUR INSTITUTION'S COOPERATION ON THE FOLLOWING? *Please check one response.*

	Not Applicable	Excellent	Good	Average	Poor
Recruitment of faculty (Indian or non-Indian) for American Indian Studies	___	___	___	___	___
Recruitment of American Indian/Alaskan Native faculty in any discipline	___	___	___	___	___
Recruitment of Native American students	___	___	___	___	___
Student financial support	___	___	___	___	___
Providing tutoring or remedial programs for Indian students	___	___	___	___	___
Curriculum development in American Indian Studies	___	___	___	___	___
Research funds for American Indian Studies	___	___	___	___	___
Interaction with the American Indian community	___	___	___	___	___
Other:_____	___	___	___	___	___

18. PROGRAMS AND NEEDS *How would you rate the existing programs and the need for them at your school? Please circle one response in each section.*

No = No opinion 1 = Not very strong 2 = Fairly strong 3 = Quite strong 4 = Very strong

PROGRAM TYPE	NO PROGRAM	EXISTING PROGRAM	PROGRAM NEED
Personal Counseling	NP	NO 1 2 3 4	NO 1 2 3 4
EOP Counseling	NP	NO 1 2 3 4	NO 1 2 3 4
Financial Assistance	NP	NO 1 2 3 4	NO 1 2 3 4
Health Service	NP	NO 1 2 3 4	NO 1 2 3 4
Career Guidance	NP	NO 1 2 3 4	NO 1 2 3 4
Academic Advisement	NP	NO 1 2 3 4	NO 1 2 3 4
Housing Assistance	NP	NO 1 2 3 4	NO 1 2 3 4
Skills Development			
English as a Second Language	NP	NO 1 2 3 4	NO 1 2 3 4
Writing Skills	NP	NO 1 2 3 4	NO 1 2 3 4
Math Skills	NP	NO 1 2 3 4	NO 1 2 3 4
Job Placement Service	NP	NO 1 2 3 4	NO 1 2 3 4

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19. . INSTITUTIONAL BARRIERS

Some program directors and counselors believe that their schools (or institutions) have barriers, either conscious or unconscious, that keep Indian students from succeeding. To what extent do you perceive the following topics as barriers in your institution? Please circle one response.

	Not at All	Seldom	Sometimes	Frequently	No Information	Comments
Indian or minority program funding level	N	1	2	3	NI	_____
Institutional commitment or lack of commitment to long-range minority program development and growth	N	1	2	3	NI	_____
Faculty hiring practices	N	1	2	3	NI	_____
Student recruitment and admissions practices	N	1	2	3	NI	_____
Staff hiring practices	N	1	2	3	NI	_____
Student support programs or lack of programs (e.g tutoring, financial aid counseling, follow-up for drop-out students)	N	1	2	3	NI	_____
Curriculum with Indian content and sensitivity	N	1	2	3	NI	_____
Identifiable group of Indian faculty and professional staff as role models	N	1	2	3	NI	_____
Pool of qualified Indian student applicants	N	1	2	3	NI	_____

ADDITIONAL COMMENTS ON STUDENT NEEDS, PROGRAM NEEDS, OR INSTITUTIONAL BARRIERS:

PART III EDUCATIONAL OFFERINGS

Your responses to this section will be very important in identifying the gaps between existing educational programs and community needs for trained professionals. Please check the spaces provided if courses or degree programs are available that provide training for each of the fields listed. A space for "other" is provided for fields not listed.

CAREER	COURSES	DEGREE PROGRAM	PROGRAM FOR INDIAN CULTURE	NO OFFERING
Accountant	___	___	___	___
Actor	___	___	___	___
Agricultural Management Specialist	___	___	___	___
Architect	___	___	___	___
Art Educator	___	___	___	___
Artist	___	___	___	___
Biologist	___	___	___	___
Business Manager	___	___	___	___
Chemist	___	___	___	___
Commercial Artist	___	___	___	___
Computer Programer	___	___	___	___
Counselor — Employment	___	___	___	___
Counselor — Mental Health	___	___	___	___
Counselor — Alcohol & Drug Abuse	___	___	___	___
Counselor — Family & Child Welfare	___	___	___	___
Dental Technician	___	___	___	___
Dentist	___	___	___	___
Doctor — Medical	___	___	___	___
Librarian	___	___	___	___
Clothing Designer	___	___	___	___
Dance Educator	___	___	___	___
Economist	___	___	___	___
Engineer	___	___	___	___
Electrician	___	___	___	___
Fire Fighter	___	___	___	___
Geologist	___	___	___	___
Historian	___	___	___	___
Hospital or Clinic Administrator	___	___	___	___

PLEASE RETURN TO: *Project Director, Educational Needs Assessment, American Indian Studies Center, 3220 Campbell Hall, University of California, Los Angeles, Los Angeles, CA 90024*

CAREER	COURSES	DEGREE PROGRAM	PROGRAM FOR INDIAN CULTURE	NO OFFERING
Hotel Manager	___	___	___	___
Interpreter/Translator	___	___	___	___
Journalist/Reporter	___	___	___	___
Law Enforcement Officer	___	___	___	___
Lawyer	___	___	___	___
Legal Assistant	___	___	___	___
Livestock Management Specialist	___	___	___	___
Marketing Researcher	___	___	___	___
Mathematician	___	___	___	___
Medical Laboratory Technician	___	___	___	___
Medical Record Technician	___	___	___	___
Museum Director	___	___	___	___
Music Educator	___	___	___	___
Newspaper Editor	___	___	___	___
Nurse, LPN	___	___	___	___
Nurse, Registered	___	___	___	___
Nutritionist or Dietician	___	___	___	___
Personnel Manager	___	___	___	___
Pharmacist	___	___	___	___
Photographer	___	___	___	___
Photographic Lab Technician	___	___	___	___
Physical Therapist	___	___	___	___
Planner	___	___	___	___
Plant (nursery) Manager	___	___	___	___
Printer	___	___	___	___
Psychiatrist	___	___	___	___
Psychologist	___	___	___	___
Public Relations Specialist	___	___	___	___
Purchasing Agent	___	___	___	___
Resource Management Specialist (mineral, fish, forestry)	___	___	___	___
Restaurant Manager	___	___	___	___
School Administrator	___	___	___	___
Social Worker	___	___	___	___
Sociologist	___	___	___	___
Statistician	___	___	___	___
Surveyor	___	___	___	___
Teacher — Elementary, Pre-school	___	___	___	___
Teacher — College	___	___	___	___
Tribal Manager	___	___	___	___
Veterinarian	___	___	___	___
X-ray Technician	___	___	___	___
Other_____	___	___	___	___

THANK YOU *for sharing your time with us in answering this questionnaire.*

APPENDIX B
Community Questionnaire

AMERICAN INDIAN
COMMUNITY NEEDS ASSESSMENT

Your help is vitally needed with an educational and training assessment. A book reporting the results will be distributed free-of-charge to all of the schools and communities who answer the questionnaire. This book will increase awareness of needs and programs. We see this sharing of information as the beginning of a communications network that will help develop practical educational programs for American Indian and Alaskan Native students. We appreciate your taking the time to fill out this questionnaire, and will send you the results as soon as they are available.

1. POSITION (of person filling out this form). Please check one.
   ____Chairman
   ____Planner
   ____Program Director
   ____Other_____

2. COMMUNITY TYPE (Check one)
   ____Reservation
   ____Rural
   ____Small town (under 10,000)
   ____Urban (over 10,000)

3. ARE THESE SERVICES OR PROGRAMS NOW AVAILABLE IN YOUR COMMUNITY? (Please check)

   ____ Health Clinic
   ____ Educational Program (Elementary)
   ____ Educational Program (High School)
   ____ Educational Program (Adult or GED)
   ____ Vocational Training
   ____ Child Welfare
   ____ Planning Office
   ____ Museum
   ____ Arts Program
   ____ Native Language Classes
   ____ Legal Aid
   ____ Job Placement
   ____ Economic Development
   ____ Housing
   ____ Transportation
   ____ Other (name)_____

4. WHAT ARE THE MOST IMPORTANT NEEDS FOR *VOCATIONAL* TRAINING IN YOUR COMMUNITY?
   (For example—Bookkeeper, Carpenter, Community Health Worker, Child Care Attendant, Computer Operator, Data Processing Clerk, Electronic Repair, Fish and Wildlife Technician, Forester, Secretary, Machinist, Mechanic, Nurse's Aide, Printing Press Operator, Soil Conservationist, Teacher Aide, Typist, Welder, etc.)

   _____ _____
   _____ _____
   _____ _____
   _____ _____

   Comments:

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5. WHERE DO MOST OF YOUR COMMUNITY MEMBERS OBTAIN VOCATIONAL TRAINING?

___ Vocational school ___ Employment training program ___ Community college

___ Other (name) _____

6. WHERE DO MOST OF YOUR COMMUNITY MEMBERS OBTAIN PROFESSIONAL TRAINING? (For example: teacher, RN, lawyer)

___ 2 year college ___ University

___ 4 year college ___ Specialized school (for example: business, law)

___ Other (kind of school) _____

7. EDUCATIONAL AND TRAINING NEEDS. Your answers to this question will be very important in showing the *gaps* between existing educational programs and community needs for trained professionals. Please estimate the NEED your community has for the following types of training, by placing a check under either "Low", "Medium", or "High" need. If you are "Not Certain", indicate a "NC" in the answer space.

COLLEGE AND UNIVERSITY TRAINING

	NEED			
CAREER	LOW	MEDIUM	HIGH	NOT CERTAIN
Accountant	___	___	___	___
Actor	___	___	___	___
Agricultural Management Specialist	___	___	___	___
Architect	___	___	___	___
Art Educator	___	___	___	___
Artist	___	___	___	___
Biologist	___	___	___	___
Business Manager	___	___	___	___
Chemist	___	___	___	___
Commercial Artist	___	___	___	___
Computer Programmer	___	___	___	___
Counselor — Employment	___	___	___	___
Counselor — Mental Health	___	___	___	___
Counselor — Alcohol & Drug Abuse	___	___	___	___
Counselor — Family & Child Welfare	___	___	___	___
Dental Technician	___	___	___	___
Dentist	___	___	___	___
Doctor — Medical	___	___	___	___
Librarian	___	___	___	___
Clothing Designer	___	___	___	___
Dance Educator	___	___	___	___
Economist	___	___	___	___
Engineer	___	___	___	___
Electrician	___	___	___	___
Fire Fighter	___	___	___	___
Geologist	___	___	___	___
Historian	___	___	___	___
Hospital or Clinic Admininstrator	___	___	___	___
Hotel Manager	___	___	___	___
Interpreter/Translator	___	___	___	___

CAREER	NEED LOW	MEDIUM	HIGH	NOT CERTAIN
Journalist/Reporter	___	___	___	___
Law Enforcement Officer	___	___	___	___
Lawyer	___	___	___	___
Legal Assistant	___	___	___	___
Livestock Management Specialist	___	___	___	___
Marketing Researcher	___	___	___	___
Mathematician	___	___	___	___
Medical Laboratory Technician	___	___	___	___
Medial Record Technician	___	___	___	___
Museum Director	___	___	___	___
Music Educator	___	___	___	___
Newspaper Editor	___	___	___	___
Nurse, LPN	___	___	___	___
Nurse, Registered	___	___	___	___
Nutritionist or Dietician	___	___	___	___
Personnel Manager	___	___	___	___
Pharmacist	___	___	___	___
Photographer	___	___	___	___
Photographic Lab Technician	___	___	___	___
Physical Therapist	___	___	___	___
Planner	___	___	___	___
Plant (nursery) Manager	___	___	___	___
Printer	___	___	___	___
Psychiatrist	___	___	___	___
Psychologist	___	___	___	___
Public Relations Specialist	___	___	___	___
Purchasing Agent	___	___	___	___
Resource Management Specialist (mineral, fish, forestry)	___	___	___	___
Restaurant Manager	___	___	___	___
School Administrator	___	___	___	___
Social Worker	___	___	___	___
Sociologist	___	___	___	___
Statistician	___	___	___	___
Surveyor	___	___	___	___
Teacher—Elementary, Pre-school	___	___	___	___
Teacher—College	___	___	___	___
Tribal Manager	___	___	___	___
Veterinarian	___	___	___	___
X-Ray Technician	___	___	___	___
Other field (list_____)	___	___	___	___
Other field (list_____)	___	___	___	___
Other field (list_____)	___	___	___	___

COMMENTS:

PLEASE RETURN TO: *Project Director, Educational Needs Assessment, American Indian Studies Center, 3220 Campbell Hall, University of California, Los Angeles, Los Angeles, CA 90024*

8. A COMMONLY HEARD COMPLAINT ABOUT COLLEGE LEVEL EDUCATION, IS THAT STUDENTS ARE NOT ADEQUATELY PREPARED FOR PRACTICAL OR COMMUNITY WORK. ARE THERE ANY COURSES, WORKSHOPS, OR TRAINING PROGRAMS THAT YOU FEEL WOULD BE USEFUL PREPARATION FOR STUDENTS? (For example: Planning, Proposal Writing, Personnel Management, Government Relations, etc.)

_____ _____

_____ _____

_____ _____

Comments:

9. CAUSES OF DROP OUT. The information in this question will assist us in identifying student and program needs. How would you rate the following as causes of drop out among American Indian students from your community? Circle one answer for each reason.

For example, if "Financial" problems were "Seldom" a reason for students from your community to drop out, and "Inadequate preparation—English language skills" were "Frequently" a reason for drop out—then the response would look like this:

Example:

REASON	Not Problem	Seldom 1	Sometimes 2	Frequently 3	No Information
Financial, or lack of money	NP	(1)	2	3	NI
Inadequate preparation-English language skills	NP	1	2	(3)	NI

NOW, PLEASE RATE THE REASONS FOR STUDENT DROP OUT, FOR YOUR COMMUNITY:

REASON	Not Problem	Seldom 1	Sometimes 2	Frequently 3	No Information
Financial, or lack of money	NP	1	2	3	NI
Inadequate preparation-English language skills	NP	1	2	3	NI
Inadequate preparation-Writing skills	NP	1	2	3	NI
Inadequate preparation-Math skills	NP	1	2	3	NI
Alcohol/Drug abuse	NP	1	2	3	NI
Other health problems	NP	1	2	3	NI
Poor study habits	NP	1	2	3	NI
Homesickness	NP	1	2	3	NI
Home or personal problems	NP	1	2	3	NI
Lack of motivation	NP	1	2	3	NI
Housing problems	NP	1	2	3	NI
Loneliness at school	NP	1	2	3	NI
Lack of support group of friends or staff	NP	1	2	3	NI
Lack of long-range or career goals	NP	1	2	3	NI
Lack of role models	NP	1	2	3	NI

THANK YOU for sharing your time with us in answering this questionnaire.

APPENDIX C
Student Questionnaire

AMERICAN INDIAN
EDUCATIONAL NEEDS ASSESSMENT

The American Indian Studies Center at UCLA is conducting a needs assessment, to determine the needs of American Indian and Alaskan Native students for graduate level programs. Your cooperation is vitally needed to help us identify these needs. Once these are identified, the results will be distributed to over two hundred educational institutions with the hope of improving educational planning for students. We appreciate your taking the time to fill out this questionnaire and ask that you return it to the counselor at your program.

PART I INDIVIDUAL STUDENT NEEDS

These questions will help us to determine immediate needs. Indicating your name and address is optional, but we will forward more information on available programs if we know how to contact you.

1. NAME (optional) _____

2. ADDRESS (optional) _____

_____ No. _____

3. AGE (Check one)
___ 20-25
___ 26-30
___ 31-35
___ 36-40
___ Over 40

4. ARE YOU A COLLEGE SENIOR? __Yes __No

5. COLLEGE MAJOR _____

6. DO YOU HAVE A NEED OR A DESIRE FOR PARTICULAR COURSES (NOT ALREADY OFFERED) THAT WOULD FURTHER YOUR CHOSEN CAREER?
___ Yes ___ No

IF YES, WHAT PARTICULAR COURSES?

_____ _____
_____ _____

7. DO YOU FEEL THAT THERE IS AN ADDITIONAL MAJOR(S) NEEDED AT YOUR SCHOOL FOR AMERICAN INDIAN/ALASKAN NATIVE STUDENTS?
___ Yes ___ No

IF YES, WHICH MAJORS?

_____ _____
_____ _____
_____ _____

8. WHICH COURSES, WORKSHOPS, OR TRAINING PROGRAMS WOULD BE USEFUL PREPARATION FOR WORKING IN AN INDIAN COMMUNITY? (For example: Planning, Proposal Writing, Personnel Management.)

_____ _____
_____ _____
_____ _____

9. DO YOU HAVE AN INTEREST IN PURSUING GRADUATE LEVEL EDUCATION?
___ Yes ___ No

IF YES, WHAT AREAS OF SPECIALIZATION?_____

_____

10. IS THERE CAREER COUNSELING OR INFORMATION SERVICES AVAILABLE AT YOUR SCHOOL, TO ASSIST WITH PLANNING FOR GRADUATE LEVEL EDUCATION?
___ Yes ___ No ___ Not Certain

11. ARE YOU INTERESTED IN WORKING IN AN INDIAN COMMUNITY OR A TRIBAL ORGANIZATION AFTER GRADUATION?
___ No ___ Yes

IF YES, WHAT TYPE OF INVOLVEMENT?
___ Full-time job
___ Volunteer
___ Social Activities

12. DO YOU HAVE ANY OTHER COMMENTS ABOUT STUDENTS NEEDS?

PART II STUDENT AND PROGRAM NEEDS

The information in this section will assist us in identifying student and program needs. Your responses will be kept confidential.

13. CAUSES OF DROP-OUT

How would you rate the following as causes of drop-out among American Indian students at your school? Please circle your response.

REASON	Not Problem	Seldom 1	Sometimes 2	Frequently 3	No Information
Financial, or lack of money	NP	1	2	3	NI
Inadequate preparation-English language skills	NP	1	2	3	NI
Inadequate preparation-Writing skills	NP	1	2	3	NI
Inadequate preparation-Math skills	NP	1	2	3	NI
Alcohol/Drug abuse	NP	1	2	3	NI
Other health problems	NP	1	2	3	NI
Poor study habits	NP	1	2	3	NI
Homesickness	NP	1	2	3	NI
Home or personal problems	NP	1	2	3	NI
Lack of motivation	NP	1	2	3	NI
Housing problems	NP	1	2	3	NI
Loneliness at school	NP	1	2	3	NI
Lack of support group of friends or staff	NP	1	2	3	NI
Lack of long-range or career goals	NP	1	2	3	NI
Lack of role models	NP	1	2	3	NI

14. CULTURAL PRESSURES AND DROP-OUT

How much do cultural pressures contribute to the drop-out of Indian students at your institution?

	Not at All	Seldom	Sometimes	Frequently	No Information	Comments
Jealousy & sibling rivalry	N	1	2	3	NI	_____
Unrealistic expectations of the university environment	N	1	2	3	NI	_____
Unrealistic concept of rewards for educated Indians	N	1	2	3	NI	_____
Lack of trust for the institution	N	1	2	3	NI	_____
Unwillingness to change	N	1	2	3	NI	_____
Fear of not being able to return home after being educated	N	1	2	3	NI	_____

15. HOW WOULD YOU RATE THE EXISTING PROGRAMS AND THE NEED FOR SUCH PROGRAMS AT YOUR SCHOOL? Please circle one response in each section, or NP if there is no such program at your school.

NP = NO PROGRAM
NO = No Opinion
1 = Not very strong
2 = Fairly strong
3 = Quite strong
4 = Very strong

For example, if the "Personal Counseling" program at a school were "not very strong", and the need for such a program were "very strong", then the response would look like this:

PROGRAM TYPE	NO PROGRAM	EXISTING PROGRAM NO 1 2 3 4	PROGRAM NEED NO 1 2 3 4
Personal Counseling	NP	NO (1) 2 3 4	NO 1 2 3 (4)

PLEASE INDICATE A RATING FOR THE NEEDS AT YOUR SCHOOL:

NO = No opinion 1 = Not very strong 2 = Fairly strong 3 = Quite strong 4 = Very strong

PROGRAM TYPE	NO PROGRAM	EXISTING PROGRAM NO 1 2 3 4	PROGRAM NEED NO 1 2 3 4
Personal Counseling	NP	NO 1 2 3 4	NO 1 2 3 4
EOP Counseling	NP	NO 1 2 3 4	NO 1 2 3 4
Financial Assistance	NP	NO 1 2 3 4	NO 1 2 3 4
Health Service	NP	NO 1 2 3 4	NO 1 2 3 4
Career Guidance	NP	NO 1 2 3 4	NO 1 2 3 4
Academic Advisement	NP	NO 1 2 3 4	NO 1 2 3 4
Housing Assistance	NP	NO 1 2 3 4	NO 1 2 3 4
Skills Development			
English as a Second Language	NP	NO 1 2 3 4	NO 1 2 3 4
Writing Skills	NP	NO 1 2 3 4	NO 1 2 3 4
Math Skills	NP	NO 1 2 3 4	NO 1 2 3 4
Job Placement Service	NP	NO 1 2 3 4	NO 1 2 3 4

PART II
DIRECTORY OF AMERICAN INDIAN STUDIES AND SUPPORT PROGRAMS

ALASKA

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University of Alaska, Fairbanks	119

ARIZONA

College of Ganado	121
Gila River Career Center	122
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Northern Arizona University	125
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CALIFORNIA

California State Polytechnic University, Pomona	132
California State University, Fullerton	134
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California State University, Northridge	137
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COLORADO

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ILLINOIS

University of Illinois at Chicago 166

IOWA

Iowa State University 168
Morningside College 170

KANSAS

Haskell Indian Junior College 172
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MAINE

University of Maine at Orono 174

MICHIGAN

Northern Michigan University 175
Oakland Community College 176
University of Michigan 177

MINNESOTA

Augsburg College 178
Bemidji State University 179
College of St. Catherine 181
College of St. Scholastica 182
Moorhead State University 184
University of Minnesota, Duluth 185

MONTANA

College of Great Falls 186
Dull Knife Community College 187
Eastern Montana College 189
Montana State University 190
Salish Kootenai College 193
University of Montana 194

NEBRASKA

Nebraska Indian Community College 196
University of Nebraska, Lincoln 197

NEW HAMPSHIRE

Dartmouth College 198

NEW MEXICO

College of Santa Fe 200
Eastern New Mexico University 201
Institute of American Indian Arts, College of Santa Fe Campus 202
New Mexico State University 205
Southwestern Indian Polytechnic Institute 206
Summer Institute of Linguistics for Native Americans, University of New Mexico Campus 207
University of New Mexico 208

NEW YORK

Cornell University 209
Niagara County Coummunity College 211
State University of New York at New Paltz 212

NORTH CAROLINA

Pembroke State University 213
Western Carolina University 215

NORTH DAKOTA

Standing Rock Community College 216
University of North Dakota 218

OKLAHOMA

Bacone College 220
Central State University 221
Murray State College 222
Northeastern State University 223
Oklahoma State University 224
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University of Science and Arts of Oklahoma 228

OREGON

Eastern Oregon State College 230

PENNSYLVANIA

Pennsylvania State University 231

SOUTH DAKOTA

Black Hills State College 233
Dakota Wesleyan University 235
South Dakota State University 236
University of South Dakota 238

UTAH

Brigham Young University 239
Snow College 240
Southern Utah State College 241
Utah State University 243
Weber State College 244

WASHINGTON

Eastern Washington University 245
Everett Community College 247
Highline Community College 248
Lummi College of Fisheries 250
University of Washington 251
Washington State University 252
Western Washington University 254
Yakima Valley College 255

WISCONSIN

Marquette University 256
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Mount Senario College 259
Nicolet College 261
University of Wisconsin, Eau Claire 262
University of Wisconsin, LaCrosse 264
University of Wisconsin, Milwaukee 265

WYOMING

Central Wyoming College 267

PROGRAM NAME: Human Services
SCHOOL: **Northwest Community College**
ADDRESS: Pouch 400, Nome, AK 99762
CONTACT PERSON: Doreen Dailey (907) 443-2201
Mike Metty
Ralph Gabrielli
Sam Rogers
INSTITUTION TYPE: 2-year college
PROGRAM TYPE: A.A. degree
Human Services
Native culture specializations:
Artisan Fisherie
Village Teacher Training
Regional Studies
Vocational Training

PROGRAM DESCRIPTION: Northwest Community College was established in 1975 to provide postsecondary education for the people of the Norton Sound/Bering Strait region of Western Alaska. In addition to serving the population of Nome which numbers nearly 3,000, Northwest Community College, in cooperation with Kawerak, Inc. (the not-for-profit Native Corporation) serves 4,500 people in fifteen villages (Brevig Mission, Diomede, Elim, Gambell, Golovin, Koyuk, Savoonga, Shaktoolik, Stebbins, Shishmaref, St. Michael, Teller, Wales, White Mountain, and Unalakleet). This partnership brings postsecondary education to the smaller villages. Instruction is primarily self-paced and individualized and seeks to support the needs of individuals and villages within the context of their traditional subsistence patterns.

More specifically, the programs include:

1) A.A. degree; in-service training for alcoholism counselors, youth workers, social service aides.
2) A.A. degree leading towards B.A. in education; certification of teachers to work in Alaska Native villages; in-service training for bilingual/bicultural aides.
3) In-service program focusing on planning, management, and evaluation in native profit and not-for-profit corporations.
4) An 8-month training program in artisan fisheries.

Counseling and information services are made available in the region through the student relations office. The counselor serves village communities and high schools by providing students with individual counseling and help in planning careers and programs. They also assist by providing career information, college catalogs, vocational training brochures, financial aid information and appropriate forms and applications.

The college serves the people of this region. They are represented by the College Council which participates in the development of policy, planning, goal setting and assessment. Northwest Community College seeks to live in harmony with the land and serve the people.

INDIAN/ALASKAN NATIVE STUDIES FACULTY: All part-time.

COURSES: There are 15 to 20 offered per term. Native culture courses include:

History of the Alaskan Native
Cross Cultural Communication
Introduction to Alaskan Literature
Arctic Survival
Natural History of Alaska
Elementary St. Lawrence Island Yupik
Yupik Literacy
Elementary Inupiaq
Inupiaq Literacy
Conversational Inupiaq I
Conversational Yupik
Conversational Inupiaq II
Intermediate Inupiaq

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: Approximately 200.

PROGRAM NAME: Alaska Native Studies Program
SCHOOL: **University of Alaska, Fairbanks**
ADDRESS: Fairbanks, AK 99701
CONTACT PERSON: Michael Gaffney (907) 474-7181
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Major in Alaska Native Studies
Minor in Alaska Native Studies
Undergraduate program in Alaska Native Claims Settlement Act

PROGRAM DESCRIPTION: The purpose of the Alaska Native Studies Program is to examine the issues and conditions confronting Alaskan Native people as they attempt to establish ways of life that are at once consistent with their various Native heritages and with the institutional imperatives of the larger non-Native society in which they live. In accordance with this purpose, the Alaska Native Studies Program seeks to provide the student with (1) a keen awareness of the scope, richness, and variety of Alaskan Native culture heritages, and (2) a series of critical perspectives on the contemporary Native experience in the plural society of North America. The student's academic program will be interdisciplinary as it is built upon a combination of appropriate courses currently offered in other specialized disciplines and of an integrated set of core courses offered by the Alaska Native Studies Program.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Gary Anders, Ph.D. (Economic Development)
Dennis Demmont, M.Ed. (Land Claims, Native Ed.)
Mike Gaffney, Ph.D. (Alaska Native History)
Tony Strong, J.D. (Native Legal Rights)

COURSES:
Cultural Differences in Institutional Settings
History of Native Alaska
Native Cultures of Alaska
Alaska Native Politics
Eskimo-Aleut Languages
Indian Languages of Alaska
The Political Economy of ANCSA
Comparative Perspectives on Third and Fourth World Economic Development and Cultural Change
Language and Ethnicity in Plural Societies: Applications to Alaska

Practicum in Native Cultural Expression
Native Cultural Heritage Documentation
Native American Religion and Philosophy
American Minority Groups
Native American Legal Rights and Legal Relationships
Alaska Native Education
Tradition and Change in Native Social Organization
Native Alaskan Music
Aleut, Eskimo, and Indian Literature in English Translation
Native Arts of Alaska

ALASKAN NATIVE OR AMERICAN INDIAN STUDENTS: 300

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN ALASKA NATIVE STUDIES: 30

GRADUATE NATIVE ALASKAN OR AMERICAN INDIAN STUDENTS: 3

SCHOOL: **The College of Ganado**
ADDRESS: Ganado, AZ 86505
CONTACT PERSON: Joan Spencer, (602) 755-3442
INSTITUTION TYPE: 2-year college
PROGRAM TYPE: Indian culture electives
Indian counselor on campus

PROGRAM DESCRIPTION: The College of Ganado is a private, independent two-year institution servicing Native American students repreing over 20 tribes. The College is sanctioned by the Hopi Tribe and TCOG is located on the Navajo Reservation in northeastern Arizona, approximately 55 miles west of Gallup, New Mexico.

Special programs include:

1) Liberal Arts Transfer Program
2) Range Technician Program
3) Archaeology Certificate Program
4) Teacher Aide Program
5) Forestry Technicial Program

Forestry and Range classwork includes aspects of all multiple-use areas, as well as a "Summer Employment for Credit" program between the first and second years. Future employment possibilities exist with the Navajo Forestry Department, Navajo Forest Products Industries, and various Bureau of Indian Affairs agencies.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Daniel Honahni, M.A. (Education)
Ella Tsosie Perkins, Ph.D. (Navajo)
David Begay, M.A. (Political Science)

COURSES:
Cultures of the Southwest
Indians of North America
Contemporary Native American Issues
American Indian History
Navajo Conversation
Navajo Literacy
Introduction to Native American Politics
Hopi Language and Culture
Navajo Political History

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 81

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 124

PROGRAM NAME: A Skill and Continuing Education Center
SCHOOL: **Gila River Career Center of Central Arizona College**
ADDRESS: P.O. Box 339
Sacaton, AZ 85247
CONTACT PERSON: Michael Toler, (602) 562-3349
Dean/Campus Director
INSTITUTION TYPE: 2-year college
PROGRAM TYPE: Post-Secondary Vocational Instruction and College Studies

PROGRAM DESCRIPTION: A skill center operated by Central Arizona College, serving primarily Native Americans. The programs are funded by Tribal offices or BIA. Job entry level, 6 to 9 months in: (1) College Nursing (1st year, ADN), (2) Data Entry/Word Processing, (3) Electrician, (4) Executive Secretary, (5) Freshman Year College Liberal Arts, and (6) Plumbing. The Learning Assistance Center offers these services: Diagnosis of and remediation in the academic basic skills of English, math, reading, and GED tutoring. The educational costs are: $2,200 and $2,600 for six and nine month programs; $50 to $100 for supplies; $300 per month for dormitory room and board. Pell Grants are accepted toward costs.

COURSES:
College Nursing (1st Year ADN)
Data Entry/Word Processing
Electrician
Executive Secretary
Freshman Year College Liberal Arts
Plumbing

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 90

SCHOOL: **Navajo Community College**
ADDRESS: Tsaile, AZ 86556
CONTACT PERSON: G. L. Lepchenske, (602) 724-3306
INSTITUTION TYPE: 2-year college
PROGRAM TYPE: Indian culture specialization, undergraduate (Education—Bilingual, Bicultural)
Research unit
Minority support program
Indian counselor on campus
Cooperative education program

PROGRAM DESCRIPTION: The Navajo Community College is dedicated to providing a sound basic academic education in a familiar environment for the student who wishes to transfer to a four-year course of study, or complete a two-year program that will lead directly to employment opportunities. The College provides courses of study at the Tsaile Campus, the Shiprock Campus, and at off-campus locations throughout the Navajo Reservation and surrounding communities. All programs, however, are not available at each location.

Though Navajo Community College is the college the Navajos built, its program and facilities are open to all, regardless of race, sex, creed or color. As part of its curriculum the College teaches the history, language, culture and crafts of the Navajo and other Indian people. Navajo culture and philosophy are also integrated into the traditional academic subjects of the College curriculum to enhance all students' respect for heritage, and to implement an appreciation of basic universal concepts and principles which are often subject to the bias of another culture.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Wilson Aronilith, H.S. (History of Navajo)
Lorraine Begaye, A.A. (Navajo Language)
Martha Jackson, M.A. (Navajo Language)
Peggy Scott, B.S. (Culture)

COURSES: Navajo Arts & Crafts (Pottery, Basketry, Rug Weaving, Moccasin Making)
Navajo Culture
Navajo Language I & II
Navajo History—Contact to World War II
Contemporary Indian Affairs/Tribal Government
Navajo Philosophy
North American Indian Music & Dance

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 982

UNDERGRADUATE STUDENTS WITH EMPHASIS IN NATIVE AMERICAN STUDIES: 42

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 1344

PROGRAM NAME: Center for Indian Education
SCHOOL: **Northern Arizona University**
ADDRESS: P.O. 4092
Flagstaff, AZ 86011
CONTACT PERSON: Frank Dukepoo, (602) 523-5291
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Indian culture specialization in Education (undergraduate)
Indian culture specializaion in Education (graduate level)
Minority support programs
Indian counselor on campus

PROGRAM DESCRIPTION: Northern Arizona University lies in the heart of Indian Country by virtue of the fact that nearly one-half of the nation's estimated 1.5 million Indians reside within a 500 mile radius of the campus. Thus, because of its unique geographic location and long history of involvement with a number of Indian tribes, NAU is committed to the overall educational advancement of American Indians. The institution's long-range objective is to become a center of excellence in Indian education.

Currently, approximately 750 Indians from tribes throughout the nation attend NAU each year. Thus, among four-year institutions, NAU ranks near the top regarding total Indian enrollment. Moreover, there is a very high probability that NAU has a greater number of full-blooded Native Americans enrolled than any other public university in the nation.

Academically, a number of Indian programs and projects exist within the University's colleges. The College of Education, for example, offers graduate and undergraduate level degree programs in bilingual/multicultural education and sponsors several reservation-based programs. In addition, the College of Arts and Science and the College of Engineering houses the very popular Special Science-Mathematics Program. Recently, the Med-Start Program was institutionalized. Med-Start is designed to stimulate and motivate minority and other students to pursue careers in the health professions.

Other programs include:

Educational Development
Upward Bound/Talent Search
Navajo Teacher Education Development Program
Allied Health Project
BIA Contract Health Services
American Indian Science and Engineering Society
Four Winds Nursing Club

Native Americans United Club
Indian Resources Development & Internship Program
Washington Center for Learning Alternatives
Intern Program
AETNA Life and Casualty Summer Intern Program
Elementary School Science Program
Mobil Oil's Week in the Business World
Undergraduate Scholarships
Graduate Fellowships

In total, there are over twenty programs and activities available to Indian students.

An Indian honor society is sponsored, to honor high school and Northern Arizona University Indian students for their scholastic abilities.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Frank Dukepoo, Ph.D. (Zoology, Genetics)
John Johnson, M.A. (Electronics)

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 594

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 22

INDIAN STUDENTS IN SPECIAL PROGRAM (such as extension): 132

PROGRAM NAME: Indian Counselor
SCHOOL: **Phoenix College**
ADDRESS: 1202 W. Thomas Road
Phoenix, AZ 85013
CONTACT PERSON: Irene Lancer, (602) 264-2492, Ext. 601
INSTITUTION TYPE: 2-year college
PROGRAM TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Assistance is provided for American Indian students in coping with the non-Indian community. This includes counseling and guidance in making cultural adjustment, scholarships information, and academic counseling.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Irene Lancer, M.A. (Counseling)

COURSES: Personal Development for Native Americans
Assertive Training for Native Americans
Career Development for Native Americans

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 432

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 3

PROGRAM NAME: American Indian Studies
SCHOOL: **University of Arizona**
ADDRESS: Tucson, AZ 85721
CONTACT PERSON: Robert Thomas, (602) 626-5055
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Undergraduate Minor in American Indian Studies
Indian culture specialization, undergraduate (Speech and Audiology)
Indian Policy Studies, graduate level (Political Science)
Master of Arts, American Indian Studies
Research unit
Indian counselor on campus

PROGRAM DESCRIPTION: A supporting undergraduate minor is offered in American Indian Studies. This minor, consisting of at least twenty units, provides a wide range of instruction in the history, culture, lifeways and contemporary problems of the native people of the New World. The Departments of Anthropology, Art, English, Linguistics, Political Science, and Sociology, and various departments in the College of Education contribute to this program, which provides American Indian students with basic information on their cultural heritage and its significance in the contemporary world. It also provides other students with a greater appppreciation for the lifeways and value systems of American Indians.

The American Indian Studies program offers a Master's degree in American Indian Studies that is designed to prepare students to work in tribal and private organizational work, to teach at the college and university level, and to work in a variety of public agencies in the area of civil rights and social programs. The American Indian Studies program also offers a concentration in Indian Policy Studies at the Master's level through the Department of Political Science. This program provides students with a thorough background in the political history of the American Indian and the federal government and to provide the tools and analytical skills necessary to understand the past and present situation of the American Indian, thus preparing the student for policy-making, tribal planning or other government positions.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Vine Deloria, Jr., J.D., Ph.D. (Pol, Eng, Law, AIS)
Larry Evers, Ph.D. (AIS, English)

Tom Holm, Ph.D. (Pol, Hist, AIS)
Gordon Krutz, M.A. (Anthropology)
N. Scott Momaday, Ph.D. (AIS, English, Literature)
James Officer, Ph.D. (Anthropology, AIS)
Alice Paul, Ph.D. (Elementary Ed)
Emory Sekaquaptewa, J.D. (Anthropology)
Leslie Silko, B.A. (English/Literature)
Robert Thomas, M.A. (Anthropology, AIS)
Ophelia Zepeda, M.A. (Linguistics)

COURSES

Linguistics for Native American Communities
Language Arts and Linguistics
Elementary Navajo Language
Native Peoples of the Southwest
Elementary Papago
Native Languages of North America
Politics and the American Indian
Literature of the West
Sociology of the Southwest
Southwestern Indian Arts
Contemporary Indian America
Peoples of Mexico
Indians and the Supreme Court
Indian Political Histories
Issues in Indian Education
Structure of an American Indian Language
Race and Ethnic Relations
Dynamics of Indian Societies
North American Indian Literature
Hopi Language in Culture
Development of Federal Indian Policy
Race and Public Policy
American Institutions, Tribal Governments
American Indian Law and Politics
Topics: Indians and Judicial Process
Indians and Congress
Indian Water Rights
Indian Treaty Rights
Oral Tradition
Traditional Indian Education
Independent Study
Theory and Indian Studies

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 257

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 63

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 20; Continuing Education, 15.

PROGRAM NAME: American Indian Studies
SCHOOL: **Yavapai College**
ADDRESS: 1100 E. Sheldon
Prescott, AZ 86301
CONTACT PERSON: Ann Highum, (602) 445-7300
INSTITUTION TYPE: 2-year college
PROGRAM TYPE: Major in American Indian Studies
Indian Culture specialization in History, Languages (undergraduate)
Indian Activities Program
Special Services—tutoring, counseling

PROGRAM DESCRIPTION:
- American Indian Studies major: Indian History, Law; languages (Navajo); A.A. Degree
- English for Bilinguals: Indian instructor
- Indian student services

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

G. Bartelt, Ph.D. (Indian History, Anthropology, ESL.)

COURSES:
Indians of the Southwest
Indian Law and Government
American Indian History
Havasupai Reading & Writing I
Conversational Navajo
Navajo Language I
Southwest Indian Arts
Southwestern Culture
Indian Arts Survey I, II

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 80

PROGRAM NAME: American Indian Studies
SCHOOL: **California State Polytechnic University**
ADDRESS: 3801 W. Temple Avenue
Pomona, CA 91768
CONTACT PERSON: Richard Santillan, (714) 598-4742
INSTITUTION TYPE: University (M.A. highest degree)
PROGRAM TYPE: Minor in American Indian Studies
Minority support program

PROGRAM DESCRIPTION: The Ethnic and Women's Studies Department offers a program of courses on the history, culture, and current issues of ethnic groups and of the study of sex roles in the United States. The program is designed as an educational forum in which students and faculty explore together the subjects of ethnicity and sex roles. The purpose of Ethnic and Women's Studies is to provide students with the skills, intellectual habits, critical attitudes, and broad perspectives necessary to function in, and contribute to, a changing world. In addition, students need the ability to make sound moral judgments and to gain a sensitivity to the aesthetic and humanistic dimensions of this changing world.

The minor in American Indian Studies can be combined with many practical and exciting majors, such as agricultural business management, agricultural engineering, animal science, foods and nutrition and home economics, plant and soil science. Other academic majors are offered within the arts, humanities, business administration, engineering, environmental design, and the sciences.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Susan Guyette, Ph.D. (AIS, Anthropology)

COURSES:
American Indian Experience
The Ethnic Woman
American Indian Contemporary Issues
Racism and Sexism
Indians of California
History of the American Indian
History of the American West
History of Tribal Art
American Indian Thought and Religion
Economics of Minority Communities
Minority Community Political Dynamics

Sociology of Minority Communities
Ethnic Relations in America
The Socially and Culturally Different Child
Ethnic Literature of America
Race Relations and the Law

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 20

PROGRAM NAME: American Indian Studies
SCHOOL: **California State University, Fullerton**
ADDRESS: 800 N. State College
Fullerton, CA
CONTACT PERSON: Vincent Gomez, (714) 773-2630
INSTITUTION TYPE: University (M.A. highest degree)
PROGRAM TYPE: Ethnic Studies
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Courses offered as part of Ethnic Studies degree—can compose 50% of total.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Catherine Hamlett, M.A. (Art)
Vincent Gomez, M.A. (History & Contemporary)

COURSES
Indian History
Religions and Philosophy
Southwest Indians
Indian Education
Tribalism and Reservation Life
Indian Literature
North American Indians
Indian Land Tenure
Indian Art

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 100

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 25

PROGRAM NAME: American Indian Studies
SCHOOL: **California State University, Long Beach**
ADDRESS: Long Beach, CA 90840
CONTACT PERSON: Carter Blue Clark, (213) 498-5293
INSTITUTION TYPE: University (M.A. highest degree)
PROGRAM TYPE: Major as an alternative within Special Major Program
Minor in American Indian Studies
Graduate Program as an alternative within the Special Major Program
Indian culture specialization in Liberal Studies (undergraduate)
Minority support program
Indian Counselor on campus
Various advisement assistance offered by professional and student staff within AIS

PROGRAM DESCRIPTION: Traditional academic program that offers twenty-two courses in American Indian histories and cultures, emphasizing the social and behavioral sciences. In addition, a wide range of services is offered to the American Indian students and Community: Retention and Recruitment; Community-oriented programs and projects; student employment and career advisement; educational and cultural events; financial aid assistance; etc.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Carl A. Bryant, B.A. (Phil, Art, Lit, Health)
Carter Blue Clark, Ph.D. (History, Econ, Lit)
Yvette Henderson, B.A. (Language Skills)
Billie Masters (Women, Family, Sociology)
Carol Miller (History, Art)
Craig Stone (Art)

COURSES: American Indian History: Pre 1871
American Indian History: Post 1871
Fieldwork in American Indian Studies
California Indian History
Southwest Indian History
Plains Indian History

American Indian Community Development
American Indian Arts
American Indian Philosophies
American Indian Psychology
American Indian Literature
The American Indian and the Mass Media
American Indian Education
American Indian Women
Law and the American Indian
American Indian Leaders
American Indian Studio Art
Special Topics in American Indian Studies
Directed Studies

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 75

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 12

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 15

PROGRAM NAME: American Indian Studies
SCHOOL: **California State University, Northridge**
ADDRESS: 18111 Nordoff Street
Northridge, CA 91330
CONTACT PERSON: Beatrice Medicine, (213) 885-3329
INSTITUTION TYPE: University (M.A. highest degree)
PROGRAM TYPE: Minor in American Indian Studies
Indian counselor on campus

PROGRAM DESCRIPTION: The minor in American Indian Studies offers courses in the culture and history of the American Indians. The approach is interdisciplinary. Students will examine American Indian literature, music, art, religious thought, history, land-use, urban problems, and social attitudes.

The program is designed to enhance the understanding and appreciation of the American Indian culture in its multiple aspects. A number of the courses in the program satisfy requirements in several majors as well as in the American Indian Studies minor. In addition, the program provides background for advanced study in areas such as History, Anthropology, Psychology, Religious Studies, Art, Geography, and American Indian education.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Beatrice Medicine, Ph.D. (Anthropology)
Clay Singer, M.A. (Archaeology of N.A.)
David Wood, Ph.D. (History of Amer. Ind.)
Susan Kenagy, M.A. (Art History)
Louis Owens, Ph.D. (English)

COURSES:
Introduction to American Indian Studies
American Indian Studies Bibliography
History of American Indians
Arts of Native North American Societies
Indians of North America
Indians of California and the Southwest
Archaeology of North America
Historical Geography of the American West
Music of the American Indian
Historical and Contemporary Psychological Issues of Native Americans
Religions of the American Indians
American Indian Novel

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 355

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 20

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 1

PROGRAM NAME: American Indian Studies
SCHOOL: **Chico State University**
ADDRESS: Chico, CA
CONTACT PERSON: Delores J. Huff, (916) 895-5997
INSTITUTION TYPE: University (M.A. highest degree)
PROGRAM TYPE: Minor in American Indian Studies
Graduate degree in American Indian Studies (Special Major)
Minority support program
PROGRAM DESCRIPTION: Minor in Indian Studies, Major in Ethnic Studies

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Delores J. Huff, Ed.D. (Law, Economic Development)

COURSES:
American Indian Federal Law
American Indian Economic Development
American Indian Education
Urban Indian
Contemporary Indian Affairs
Life on an Indian Reservation
Special Topics (from Counseling, Social Science Research, American Indian Woman, etc.)

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 90

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 12

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 3

PROGRAM NAME: Native American Studies
Intercultural Studies Division
SCHOOL: **DeAnza College**
ADDRESS: 21250 Stevens Creek Blvd
Cupertino, CA 95014
CONTACT PERSON: Eric Terrell, EOPS Support Services,
(408) 996-4828
Ed Morton, Instructional,
(408) 996-4769
INSTITUTION TYPE: 2-year college
PROGRAM TYPE: Multicultural Department
Minority Support Program

PROGRAM DESCRIPTION:

INTERCULTURAL STUDIES DIVISION

The Intercultural Studies Division offers curriculum and instruction in the following Academic areas: (1) International Studies, (2) African and Afro-American Studies, (3) Asian and Asian-American Studies, (4) Latin American and Chicano Studies, (5) Native American Studies, and (6) Urban Studies. Under its current catalog of courses, the Division offers approximately nine separate courses in the area of Native Americans.

The support services also include cultural awareness. For the past three years, the Multicultural Department has coordinated a powwow co-sponsored with the Native American Cultural Club (advisor is Ed Morton) and the Bay Area American Indian community.

MULTICULTURAL DEPARTMENT

Established in 1968 and partially funded by the Extended Opportunity Program and Services (EOPS) component, the department provides support services for non-traditional economically disadvantaged, and limited English-speaking students. These include recruitment, intake assistance with admission, financial aid and registration forms, peer counseling retention and transition services.

The department's major educational component, the College Readiness Program, offers a variety of basic skills development courses and English as a Second Language (ESL) classes through which students become academically proficient and subsequently succeed in college.

Also part of Multicultural, the CARE (Cooperative Agencies Resources for Education) program works jointly with the Department of Social Ser-

vices and the Employment Development Department to provide educational and vocational training for single heads of households.

The department maintains an office at DeAnza's Campus Center, (408) 996-4828, and another at DeAnza's Sunnyvale Campus at 850 W. McKinley Avenue in Sunnyvale, (408) 738-8226.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Ed Morton, M.A. (History, Sociology, Philosophy)

COURSES: History of the Native American
Native American Philosophy, Belief Systems
Native American Sociology
Native American Contemporary Literature

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 304

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 13

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 13

SCHOOL: **D-Q University**
ADDRESS: P.O. Box 409
Davis, CA 95617-0409
CONTACT PERSON: Steve Baldy, (916) 758-0470
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Academic program

PROGRAM DESCRIPTION: Established in 1971, D-Q University is dedicated to progress through education, for Indigenous peoples. Implicit in all the varied academic and non-academic activities of D-Q University is a primary concern for self-determination and self-direction. This results in a multi-dimensional approach to student growth:

- Discovery of self-identity through awareness of his/her cultural heritage and unique value system.
- Education preparation for service in his/her own community.
- Development of survival skills in order to act as a buffer between his/her own culture and the dominant culture.

The D-Q University's curriculum has been organized into seven majors, in which certain course offerings have been grouped to combine related fields of study:

1) Appropriate Technology
2) Community Development
3) General Agriculture
4) General Education
5) Indigenous Studies
6) Native American Arts
7) Social Science

COURSES:
Native American Tribal Community Development
Research Methodology for Community Development
Alcohol and Drug Abuse
Community Organizations and Politics
Contracts
Introduction to Ethnogeneology
Indigenous Personnel Management and Development
Fiscal Management
Program Assessment and Evaluation
Systems Analysis
Community Law
Introduction to Grantsmanship and Proposal Development

Governance
Native American Art Appreciation
Native American Music and Dance
Native American Reading
Painting
Shellfish Jewelry
Leatherwork
Weaving
Sculpture/Pottery
Basketry
Graphic Arts
Arts and Crafts
Silversmithing
Native Arts and Crafts Marketing Techniques
Native Arts and Crafts Display and Collections
Materials and Processes
Specialization in Native American Arts
Design, Decoration and Motif
Native American Languages
Native American Philosophy
Native American Literature
Introduction to Northern California Indian Cultures
Introduction to Indigenous Psychology
Methodology and Techniques of Native Language Development
Methodology and Techniques of Oral History
Native American Tribes in Their Reservations
Introduction to Federal Indian Law
Native American Women
Indian Interpretation of Early United States History
(General Agricultural Courses)
(Humanities Courses)
(Natural Sciences Courses)
(Social Science Courses)
Independent Study/Directed Research

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 180

PROGRAM NAME: Ethnic Studies Program
SCHOOL: **El Camino College**
ADDRESS: Dept. of History
16007 Crenshaw
Torrance, CA 90506
CONTACT PERSON: Marta Hunt, (213) 532-3670, Ext 539
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Major in American Indian Studies
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The major leading towards the A.A. degree in the American Indian/Ethnic Studies Program is made up of a minimum of 20 semester units from the above and complementary courses selected with the help of an advisor.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Marta Espejo-Ponce Hunt, Ph.D. (History)

COURSES: Indians of the Americas
History of the Indians of the Americas
Art History of Central & South America
Problems of the American Economy
Minorities in the American Political Process
Social Issues in America
The Literature of American Ethnic Groups

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 300

PROGRAM NAME: Ethnic Heritage Center/Native American Studies
SCHOOL: **Humboldt State University**
ADDRESS: Arcata, CA 95521
CONTACT PERSON: Robert Lake
Jack Norton, (707) 826-4329
INSTITUTION TYPE: University (5 year)
PROGRAM TYPE: Major in Native American Studies

PROGRAM DESCRIPTION: The "Native American Studies Special Concentration" is a distinctive program within the Division of Interdisciplinary Studies. The objective of the program is to provide all students with an opportunity to study and learn the American Indian cultures. The Special Concentration will address the program from two perspectives: local Native American Culture and general Native American cultures. The program is specifically designed to provide the student with an academic and cultural experience that will give him/her the breadth and depth needed to acquire knowledge and understanding of these cultures.

The Native American Studies Special Concentration can supplement majors in the Behavioral and Social Sciences; the Arts and Humanities; the School of Natural Resources; Education and Teaching majors; ITEP program; or students in general desiring a more liberal, academic and professional preparation. All students are advised to consult an advisor in Native American Studies.

Recognizing that Native American Indian tribal-cultures are holistic in nature, the study shall emcompass a sequence of four essential parts which will lead the student to a holistic learning experience. This will be accomplished in the following phases:

1) The first phase introduces the student to the existence, location, function and dynamics of North American Indian cultures in general.

2) The second phase studies the cultural heritages from a historical perspective. This includes a timetable stemming from before European contact to contemporary affairs.

3) The third phase guides the student through the value system inherent in Native American cultures. The value system includes the philosophical and religious constructs, myths, beliefs, folklore, oral traditions and literature.

4) The fourth phase completes the whole by studying contemporary social-political-educational relationships that serve to integrate the contemporary Native American cultures.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Robert Lake (Native American Studies)
Jack Norton (Native American Studies)

COURSES:
Introduction to Native American Culture
The Indian in American History
Native Americans of Northern California
Comparative Value Systems of the Native American and European
Native American Philosophy
Native American Folklore and Literature
Native American Education
Native American Mysticism
Independent Study of Native American Community Dynamics
Native American Perspective on Natural Resources
Native American Art Forms
Pre-Columbian and Colonial Mexico
Indians of North America

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 120

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 40

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 80

INDIAN STUDENTS IN SPECIAL PROGRAMS: ITEP Program (60), NACENR (25), Indian Language Program (15)

PROGRAM NAME: American Indian Studies
SCHOOL: **Palomar College**
ADDRESS: 1140 West Mission Rd.
San Marcos, CA 92067
CONTACT PERSON: Linda Locklear, (714) 744-1150
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Degree program in American Indian Studies
Indian culture specialization in Tribal Health
Minority support program
JOM summer program

PROGRAM DESCRIPTION: American Indian Studies is perceived as the core of American Studies. Specifically, this includes Prehistory of America, the Indian in American History, and the cultural and philosophical influence of American Indian peoples to this nation and the world. The department provides educational services for local Indian people in community development, e.g. facilitating technical training, improved natural and human resources development, and bicultural awareness and expression. American Indian Studies offers these services on Palomar's campus and at satellites such as Pauma Reservation's American Indian Education Center.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Steven Crouthamel, M.A. (Anthropology)
Patricia Dixon, M.A. (History)
Linda Locklear, M.S. (Sociological/Psychology)
Benjamin J. Lucero, M.A. (Art)

COURSES:
History of Native American Arts
Arts of the Southwest Indians
The History of the American Frontier and the Indian: Policy in the Making
History of the Plains Indian
Prehistoric Cultures of North America
A History of Southwest Indians
The Original Californians
Indians of the Americas

Tribal Government: Health and Finance
American Indian and the U.S. Political System
Introduction to American Indian Studies

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 70

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as Tribal Health): 6

PROGRAM NAME: American Indian Studies
SCHOOL: **San Diego State University**
ADDRESS: San Diego, CA 92182
CONTACT PERSON: Cliff Trafzer, (714) 265-6991
INSTITUTION TYPE: University (M.A. highest degree)
PROGRAM TYPE: American Indian Studies Department
Minor in American Indian Studies
Minority support program
Indian Counselor on campus

PROGRAM DESCRIPTION: American Indian Studies is an academic department in the College of Arts and Letters and offers courses that complement knowledge in any area of study. The purpose of American Indian Studies is to inform students about the history, religion, political experiences and artistic and literary contributions of the American Indians. The consideration and understanding of all of America's cultures is the mark of an enlightened liberal arts education. Students who experience learning in our classes will become more fully prepared as contributing citizens in a pluralistic society.

A secondary purpose of American Indian Studies is to seek ways to assist American Indian and other students in planning and training for the professions. Courses in American Indian Studies can be supportive of career opportunities for students majoring in Business Administration, Public Administration, Education, Social Work, Counseling, Public Health Administration, etc. There are job opportunities on Indian reservations and with the Federal services (Bureau of Indian Affairs, Indian Health Service, Bureau of Land Management, U.S. Forestry Service, and others) for people trained for service in these careers—particularly if their background includes Indian Studies' courses.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

G. Roy Cook, B.A. (AISC general/Art)
Gwen Cooper, Ph.D. (Psychology, Indian Women)
Evan Norris, A.B.D. (AIS Religion, Social Change)
Priscilla Russo, A.B.D. (AIS History, Culture, Lit)

COURSES: American Indian Heritage
American Indian Literature
American Indian Music
American Indian Art
American Indian Women in American Society

The American Indian Political Experience
American Indian Poetry and Fiction
American Indian History
Bureaucracy and the American Indian
American Indian Community Organization and Development
Roots of Indian Tradition
American Indian Psychological Perceptions
Topics in American Indian Studies

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 465

PROGRAM NAME: American Indian Studies/Ethnic Studies
SCHOOL: **San Francisco State University**
ADDRESS: 1600 Holloway Ave.
San Francisco, CA 94132
CONTACT PERSON: Elizabeth Parent, (415) 469-2698
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Minor in American Indian Studies (undergraduate)
Indian culture specialization in Social Work (undergraduate)
Indian culture specialization in Liberal Studies (graduate level)
Indian counselor on campus

PROGRAM DESCRIPTION: Undergraduate program including an American Indian Studies minor. The program offers a variety of courses that include history, education, art, music, and language. The program has a strong community base. Presently the program sponsors staff training for the Urban Indian Child Resource Center.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Barney Hoehner, D.V.M. (Oral Lit, Lakota, Music, Religion & Phil, Science)
Deni Leonard, M.A. (Government Policy)
Elizabeth Parent, M.A. (Education, Women, History, Heritage, and Child Dev)
Ellen de Roin, B.A. (A.I. Women, Heritage, History, Social Work)
Sam Goodhope, J.D. (Law)

COURSES:

Heritage	Selected Topics
History	Performing Arts
Oral Literature	Independent Study
Education	Language
Woman	Music
Psychology	

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 63-100

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 6

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 12-20 per semester

SCHOOL: **Stanford University**
ADDRESS: Stanford, CA 94305
CONTACT PERSON: Anne Medicine, (415) 497-4078
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Minority support program
Indian counselor on campus

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 60

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 30

PROGRAM NAME: Native American Studies
SCHOOL: **University of California, Berkeley**
ADDRESS: 3415 Dwinelle Hall
University of California
Berkeley, CA 94720
CONTACT PERSON: Terry Wilson, (415) 642-6717
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Major in Native American Studies
Minor in Native American Studies
Indian Culture Specialization, graduate level (Public Health, Social Welfare)
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The program is a general, liberal-arts undergraduate curriculum offering courses in Native American history, philosophy, literature, music, law and contemporary events. It offers the B.A. degree. A student recruiting and counseling program is associated with the academic program. The main objective of the program is to prepare students for access to further professional training at the graduate level.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Robert Black, Ph.D. (History, Economics)
Marcia Herndon, Ph.D. (Music, History)
Clara Sue Kidwell, Ph.D. (History, Philosophy, Medicine)
Al Logan Slagle, J.D. (Legal Issues)
Terry Wilson, Ph.D. (History, Contemporary Research)
Paula Allen, Ph.D. (Literature, Native American Women)

COURSES:
Contemporary Issues
Native American History to 1776
Native American Sovereignty
Research Methods
Native American Philosophy
Native American Poetry
History of Northwest Coast
History after 1776
Federal Indian Law
Native American Medicine

Native American Literature
Mythic Tribal Literature
Native Americans and the Cinema
Native American Music
History of the Northeast Woodlands

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 33

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 28

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 49

PROGRAM NAME: Native American Studies
SCHOOL: **University of California, Davis**
ADDRESS: Davis, CA 95616
CONTACT PERSON: David Risling, (916) 752-2105
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Major in Native American Studies
Minor in Native American Studies
Indian culture specialization, undergraduate level (Education, Community Development)
Indian culture specialization, graduate level (Tribal Govts.)
Minority support program
Indian counselor on campus
Indian Specialist Learning Center
Indian recruiter

PROGRAM DESCRIPTION: Native American Studies is an introduction to the world of Native People. It is an interdisciplinary, holistic, integrated approach to area studies, with a focus on North America. NAS has a "Major" and a "Minor." The NAS Major is a developing discipline with a body of knowledge evolving out of the history and culture of Native Peoples. It is dedicated to making learning and research relevant to problem-solving today. The major is constructed so as to require (1) a basic competence in the field of Native American Studies, and (2) a coherent specialization in some area relevant to the field, i.e. Native American Education, Community Development, Tribal Governments, etc.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Howard Adams, Ph.D. (Community Dev., N.A. Ed)
Jack Forbes, Ph.D. (Anthropology, History N.A.S.)
Sarah Hutchison, M.A. (Psychology, Literature, N.A.S.)
George Longfish, M.A. (Art)
David Risling, M.A. (Political Science, N.A. History & Culture, Native Governments)

COURSES: Introduction to Native American Studies
Native American Experience
Native American Art in the U.S.
Native American Art Workshop

Contemporary Indian Art
Native American Community Development
Field Experience in Native American Studies
Native American Studies Senior Project
Native American Music and Dance
Native Cultures of the Northern Plains
Fundamentals of Native American Education
Native American Curriculum Development
History and Culture of the "Five Civilized Tribes"
Navajo History and Culture
Native American Traditional Governments
Contemporary Affairs of Native Americans in California
Native American Ethno-Historical Development
Research Analysis in Native American Studies
Americanism: Native American Contributions to World Civilization
Native American Ethics and Value Systems
Native American Religion and Philosophy
Native American Economic Development and Planning
Native American Perception
Counseling the Native American
Native American Woman
Native American Literature
Seminar in Native American Studies
Native American Government
Native American Politics
Tutoring in Native American Studies
Community Tutoring in Native American Studies

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 60

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 2

PROGRAM NAME: American Indian Studies Center
SCHOOL: **University of California, Los Angeles**
ADDRESS: 3220 Campbell Hall
405 Hilgard Ave.
Los Angeles, CA 90024
CONTACT PERSON: Charlotte Heth, (213) 825-7315
INSTITUTION TYPE: Universtiy (Ph.D. highest degree)
PROGRAM TYPE: Graduate level degree in American Indian Studies
Research unit
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The American Indian Studies Center seeks to coordinate educational research and action-oriented programs designed to meet the needs of American Indian students at UCLA and the American Indian Community in general. It also acts as an educational catalyst in a variety of ways, by encouraging the development of new courses, promoting hiring of Native American faculty, and sponsoring research on American Indians. The program has an extensive collection of Indian library materials.

The Master of Arts Program in American Indian Studies draws primarily on social science and humanities disciplines to train students for careers in teaching Indian studies, in developing Indian Studies curricula in secondary schools, and in tribal and governmental administration positions requiring advanced interdisciplinary training. The program has four areas of concentration: 1) History and Law, 2) Expressive Arts, 3) Social Relations, and 4) Language, Literature and Folklore.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Charlotte Heth, Ph.D. (Music)
Jennie Joe, Ph.D. (Anthropology)
Kenneth Lincoln, Ph.D. (Literature)
Pamela Munro, Ph.D. (Linguistics)
Cheryl Metoyier-Duran, Ph.D. (Library and Information Science
Gary B. Nash, Ph.D. (History)

COURSES: (Undergraduate courses)
North American Indian History
The American West

Topics in North American Indian History
American Indian Bibliography
Introduction to American Indian Languages
American Indian Language Structures
Music and Dance of the American Indian
Music of the American Indians
Minority Group Politics
Psychological Development of the Minority Child
Ethnic and Status Groups
Intergroup Conflict and Prejudice
Peoples of California: Ethnography
Peoples of California: Prehistory
Peoples of North America
Archaeology of North America
Eskimos
Peoples of Pueblo Southwest
Comparative Minority Relations
Language in Culture
Urban Anthropology
Contemporary American Indian Problems
The Arts of Native North America
North American Indian Dance
Native American Literary Studies
Poetry of North American Indians
North American Indian Folklore and Mythology Studies

COURSES: (Graduate Courses)
Rural Planning with Native Americans
Comparative Minority Relations
Organic Form in Native American Literature
Advanced Historiography of American Indians
Topics in North American Indian History
Research Seminar in Ethnohistorical Method and Native American History
The Law and the Poor
Western Water Law
Linguistic Areas: Aboriginal North American
Linguistic Structures: Uto-Aztecan
Seminar in North American Indian Music
Ethnic Minorities
Arctic Cultures
Explanation of Societal Change

Social Movements and Social Crises
Dance Expression in Selected Cultures
Minority Education in Cross-Cultural Perspective
Problems and Issues in Bilingual and
Multicultural Education
Anthropological Linguistics

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 100

GRADUATE STUDENTS WITH MAJOR IN NATIVE AMERICAN STUDIES: 15

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 50

PROGRAM NAME: Native American Outreach
SCHOOL: **University of California, Riverside**
ADDRESS: 900 University Drive
Riverside, CA 92521
CONTACT PERSON: William Madrigal, (714) 787-4768
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Minority support program (EOP/SAA)

PROGRAM DESCRIPTION: The Department of Educational Opportunity Program recruits Indian students to U.C.R., counsels students regarding entrance requirements and admission procedures. The program also provides assistance to the Native American Students Association at U.C.R. and deals with Native American affairs of the University.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Brookbeut, Ph.D. (California Indians)
Wilke, Ph.D. (California Indians)

COURSES: California Indian Peoples
North American Indian Religions

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 10-15

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 2

PROGRAM NAME: Educational Opportunity Program
SCHOOL: **University of California, San Diego**
ADDRESS: Bldg. 101, Q-035
La Jolla, CA 92093
CONTACT PERSON: Russell Murphy, (714) 452-4831
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Minority support program
Indian counselor on campus
Consortium developed for the purpose of informing Indians of educational opportunities

PROGRAM DESCRIPTION: Program designed to assist minority and low-income students to pursue a higher education. Our major purpose is to recruit ethnic minorities and low income persons who have potential for academic success. EOP also seeks to increase the cultural diversity of the total student body by working to eliminate the numerical underrepresentation of specific ethnic minority groups such as Blacks, Chicanos, American Indians, and certain Asian Americans.

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 7

PROGRAM NAME: EOP-American Indians
SCHOOL: **University of California, Santa Barbara**
ADDRESS: Bldg. 434, #121F
Santa Barbara, CA 93106
CONTACT PERSON: Linda Billey, (805) 961-2558
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Student support services, recruitment, "special advising" for American Indian students.

UNDERGRADUATE AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 37

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 5

PROGRAM NAME: Native American Education Program
SCHOOL: **Colorado University, Denver**
ADDRESS: 1100 14th St.
Denver, CO 80202
CONTACT PERSON: Vivian W. Locust, (303) 629-2860
INSTITUTION TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Academic counseling, personal guidance, tutorial services, promotion of Indian Studies.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Tony Shearer, B.A. (Indian Studies)

COURSES: American Indian Experience
Heyoka Trilogy
Myths and Legends

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 50

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 6

PROGRAM NAME: American Indian Advocacy Group
SCHOOL: **University of Colorado**
ADDRESS: Campus Box 146, Boulder, CO 80309
CONTACT PERSON: Ward Churchill, (303) 492-8241
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Minority support program

PROGRAM DESCRIPTION: Basic student support program including full range of counseling, recruitment, financial aids advisement/liaison, sponsoring of special events, and community action work. In cooperation with other campus E.O.P.s, the program offers controlled freshman level academic development curriculum and occasional upper division experimental studies courses. The program has also secured federal and private sector funding to offer a cluster of pre-collegiate academic institutes with a math/science focus to Rocky Mountain region American Indian students.

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 65

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 2

INDIAN STUDENTS IN SPECIAL PROGRAMS (e.g. extension): 185

PROGRAM NAME: American Indian Studies
SCHOOL: **University of Denver**
ADDRESS: Department of History
Denver, CO 80208
CONTACT PERSON: J. Donald Hughes, (303) 753-2347
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Indian culture specialization, graduate level (History, Anthro, Religious Studies)
Minority support program

PROGRAM DESCRIPTION: Program offers courses in American Indian Studies and History.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

J. Donald Hughes, Ph.D. (History)

COURSES: American Indian Studies
Indians in American History
Indians of Colorado
Southwest History

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 15

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 1

PROGRAM NAME: Native American Studies
Native American Support Program
SCHOOL: **University of Illinois at Chicago**
ADDRESS: Box 4348, Chicago, IL 60680
CONTACT PERSON: Studies—L. Ruoff, (312) 996-3260
Support—Joan Jourdan, (312) 996-4515
INSTITUTION TYPE: University, Ph.D.
PROGRAM TYPE: Indian counselor on campus

PROGRAM DESCRIPTION: The Native American studies program provides a focus for student interests in the diverse cultural and historical background of the original inhabitants of the United States and Canada. It is the goal of this program to make available a multidisciplinary base for the study of Native America, emphasizing instruction and course materials which include a Native American perspective. A person minoring in this field can expect to acquire an appreciation of aboriginal Indian philosophies and world views, traditional and modern Indian literatures, cultural diversity and accomplishments, and the varied forms of historical interaction between Indians and European populations and their consequences in modern times.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

A. LaVonne Brown Ruoff, Ph.D. (Native American Studies)
Mary J. Carruthers, Ph.D.
Lawrence E. Fisher, Ph.D. (Anthropology)
Robert Hall, Ph.D. (Anthropology)
Leo Schelbert, Ph.D. (History)
Franck Tachau, Ph.D.

COURSES:
The First Americans
Arts of the Native American
Introduction to Archaeology
Introduction to Native American History
Introduction to Social Anthropology
Introduction to Native American Literature
Topics in Native Americans in Contemporary Society
History of Native Americans in the United States
New World Archaeology I
New World Archaeology II
Ethnography of Mesoamerica

Ethnography of North America
South American Indians
Philosophy and Religion of Native Americans
Studies in Urban Native Americans
Studies in the Oral Tradition of Native Americans
Studies in Native American Literature

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 97

UNDERGRADUATE STUDENTS WITH MINOR IN NATIVE AMERICAN STUDIES: 4

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 12

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension: 30

PROGRAM NAME: American Indian Studies
SCHOOL: **Iowa State University**
ADDRESS: 301 Bearshear
Ames, IA 50011
CONTACT PERSON: David Gradwohl, (515) 294-8427
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Minor in American Indian Studies, undergraduate
Minority support program
Indian counselor on campus
Upward Bound

PROGRAM DESCRIPTION: The American Indian Studies Program promotes an awareness of the American Indian in cross-cultural and cross-disciplinary perspectives. It includes courses in Anthropology, English, History, and Sociology and should be especially valuable to students majoring in those areas in the College of Sciences and Humanities. The courses are also relevant to students in Home Economics and Education. The courses in the American Indian Studies Program provide added background for students whose career interest may include multicultural education, human services program, legal services, or public administration.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Gretchen Bataille, Ph.D. (Literature, English)
Fred Gilbert, Ph.D. (Education)
David Gradwohl, Ph.D. (Anthropology)
Motoko Lee, Ph.D. (Sociology)
Juanita Pudwill, M.A. (Education)
Helen Schuster, Ph.D. (Psychology)
John Weinkein, M.A. (Art/Design)
Dorothy Schwieder, Ph.D. (History)

COURSES:
The American Indian
Contemporary Latin American Cultures
Contemporary Native Americans
American Indian Literature
Archaeology of North America
Cultural Continuity and Change in the Prairie-Plains
Seminar on American Indians
History of Iowa
The Westward Movement and Frontier Development

Ethnic and Race Relations
Minority Groups
Archaeological Laboratory Methods and Techniques
Ethnography of the Visual Arts

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 20

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 3

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 10

PROGRAM NAME: Indian Studies
SCHOOL: **Morningside College**
ADDRESS: Sioux City, IA 51106
CONTACT PERSON: Robert Conley, (712) 274-5147
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Minor in American Indian Studies
Indian culture specialization, undergraduate (Tribal Management)
Indian counselor on campus

PROGRAM DESCRIPTION: The academic program offers a minor in Indian Studies and an interdisciplinary major in Tribal Management. The Tribal Management Program is offered cooperatively by the Indian Studies Program, the Department of Business Administration, and the Department of History and Political Science. The Program addresses the basic needs of today's tribal governments. Its courses are designed to provide the student with sound business management principles, an understanding of the political arena in which tribal governments function, and a special awareness.

The Research/Resource Center of the Indian Studies Program houses a library of over 1,000 books on Indian-related topics as well as a growing collection of films, video-tapes, slides, records and other media material for use by teachers, students and researchers.

The Amerind Alliance is an Indian Student organization formed to promote Native cultural awareness on the Morningside College campus and in the community. Each year it sponsors Indian Awareness Days' activities to provide social and learning experiences related to Native Americans.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Robert J. Conley, M.A. (Literarture, Indian Studies)

COURSES:
North American Indian Cultures
Contemporary Issues of the American Indian
Indian Studies Project
Introduction to Anthropology
The Indian in American History
Modern Indian Psychology Seminar
Indian Law, Treaties and Jurisdiction
American Indian Education

Native American Arts/Crafts
American Indian Literature
Seminar in Indian Education
Special Topics Seminar

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 44

PROGRAM NAME: American Indian Studies
SCHOOL: **Haskell Indian Junior College**
ADDRESS: Lawrence, KS 66044
CONTACT PERSON: Rob Daugherty, (913) 841-2000, Ext. 426
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Minor in American Indian Studies
Indian counselor on campus

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Don Ahshapanek, Ph.D. (Biological Sciences)
Rob Daugherty, B.A. (N.A. History, Cherokee Lang)
Archie Hawkins (Lakota History, Lang)
Paul Jessepe (Potawatomi History, Lang)
Jack Romine, M.F.A. (American Indian Music & Dance)
Ahnawake Taylor, B.S. (Cherokee History, Lang)

COURSES:
Cherokee Language
Lakota Language
Potawatomi Language
Traditional Indian Painting
Traditional/Contemporary Music
Federal Indian Law
Federal Reservation System
Plains Hand Games
Northern Leggings Construction
Southern Plains Gourd Dance
Ribbon Work/Star Quilt/Shawl Making
Feather Work, Bustle & Fan
Roach Making
Seminole Patchwork
Northern Plains Singing

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 925

PROGRAM NAME: Educational Supportive Services
SCHOOL: **Kansas State University**
ADDRESS: Center for Student Development
Office of Minority Affairs
Holton Hall
Manhattan, KS 66506
CONTACT PERSON: Anne Butler, (913) 532-6436
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Minority support program
Minorities Resource/Research Center collection of Indian literature in Farrel Library

PROGRAM DESCRIPTION: Academic and counseling help for K-State students offering tutoring, a math lab, study skills, developmental reading, writing assistance, academic counseling, personal counseling, career planning and social and cultural activities.

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 41

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 10

PROGRAM NAME: Office of Indian Programs and Services
SCHOOL: **University of Maine at Orono**
ADDRESS: 206 Fernald Hall
Orono, ME 84469
CONTACT PERSON: Ted Mitchell (207) 581-2554
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The Office of Indian Programs and Services was established in January, 1973, primarily to recruit and assist Indian students. The program is now able to expand efforts toward building positive working relationships between the University and Maine Indian communities. Its curricula and program development focus contributes to a better understanding of the Maine Indian communities. The Office's relatively direct access to University resources provides a valuable link between educational needs of Maine Indian communities and available services.

The specific services available include:

(1) Recruitment
(2) Supportive Services & Counseling
(3) Financial Aid
(4) Social Activities (Native Americans at Maine)
(5) Community Education

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 85

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 2

PROGRAM NAME: American Indian Programs
SCHOOL: **Northern Michigan University**
ADDRESS: Marquette, MI 49855
CONTACT PERSON: Nancie Hatch, (906) 227-1700
INSTITUTION TYPE: University (M.A. highest degree offered)
PROGRAM TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The Program provides academic advisement, financial aid and personal needs counseling to American Indian students. Other services include limited recruitment activities and assistance to students in planning cultural activities.

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 145

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 15

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 4

PROGRAM NAME: Native American Club
SCHOOL: **Oakland Community College**
ADDRESS: 2350 Cooley Lake Road
Union Lake, MI 48085
CONTACT PERSON: Tom Volk, (313) 363-7191, Ext 319
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Indian culture specialization, undergraduate (Mental Health, Social Work)
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The Native American Club arranges counseling, course recommendations, scholarship information and assistance to Native American students. It arranges for tutorial assistance and personal consultation as requested, needed and desired. The club assists Title IV, A Indian Education programs in Oakland County, MI with some traditional values and current problems. It sponsors a Spring and Fall Feast and annual Pow-Wow on campus to bring the people together and review many traditions.

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 23

INDIAN STUDENTS IN SPECIAL PROGRAM (such as extension): 5

PROGRAM NAME: Minority Student Services
SCHOOL: **University of Michigan**
ADDRESS: 2209 Michigan Union
Ann Arbor, MI 48109
CONTACT PERSON: Native American Representative
Larry Balber, (313) 764-5418

Undergrad Admissions
John Concannon (313) 764-7433
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The support service is within the Office of Student Services. The program has a multi-ethnic staff (Indian, Hispanic, Black, Asian). The following services are available:

(1) Ethnic Resource, Academic Resource, Grievance & Discrimination Process
(2) Resource for Cultural, Social Program and Programming

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Anna Brown, Ph.D. (Public Health)
Stephen Crow, B.A. (Literature)
Edwin McClendon, M.S. (Education/Health)
Thomas Storer, Ph.D. (Math)

COURSES: Ojibwe Language
Woodland Culture
Multicultural Education: American Indian Education
Native American Literature

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 43

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 19

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 4

PROGRAM NAME: American Indian Program
SCHOOL: **Augsburg College**
ADDRESS: 731 21st Ave. South
Minneapolis, MN 55454
CONTACT PERSON: Bonnie Wallace, (612) 330-1138
INSTITUTION TYPE: 4 year private liberal arts college
PROGRAM TYPE: Student support program
Indian program director/counselor on campus

PROGRAM DESCRIPTION: Augsburg's American Indian Program was created in February of 1978 to recruit and retain American Indian students. The office serves as a strong support program for those students on campus. Assistance is available in the areas of:

1. Admissions
2. Financial Aid
3. Advising on majors/minors
4. Selection of coursework
5. Registration
6. Tutoring
7. Personal Counseling
8. Advocacy in areas of health, education, welfare
9. Curriculum Development
10. Other areas pertaining to your student status

The Director is familiar with Bureau of Indian Affairs, Tribal and Indian State Scholarship policies. Eligibility requirements are that students be at least one-fourth degree Indian blood, enrolled with a Federally-recognized Tribe and be accepted at an accredited post-secondary institution.

COURSES: Contemporary American Indians
Women, A Cross Cultural Perspective
Social Services for American Indian People

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 20

GRADUATE INDIAN STUDENTS: 15

PROGRAM NAME: Indian Studies Program
SCHOOL: **Bemidji State University**
ADDRESS: Bemidji, MN 56601
CONTACT PERSON: Kent Smith, (218) 755-3977
INSTITUTION TYPE: University (M.A. highest degree offered)
PROGRAM TYPE: Major in Indian Studies
Minor in Indian Studies
Research unit
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Bemidji State University offers an interdivisional program in Indian Studies which includes lecturers in the Division of Behavioral Science and Humanities, and Fine Arts and various student and service projects.

The program is designed to provide Ojibwe and other Indian students with a viable academic area of study relevant to their cultural heritage and diversity and to enable all students to develop a better understanding and appreciation of Indian history, language and culture. In addition, special courses in the arts and social sciences are offered on an occasional basis. The Department of Modern Languages offers a Minor in Ojibwe Language and the Department of Indian Studies offers a major and minor.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Alice Boyd, B.A. (Ojibwe Language & Culture)
Earl Nyholm, B.A. (Ojibwe Language & Culture)
Kent Smith, M.F.A. (Sculpture, Drawing, Indian History)

COURSES:
American Government
The Politics of Minorities
Federal Indian Law
Introduction to Political Science
State and Local Government
Minnesota State and Local Government
Tribal Government
Contemporary Issues of the American Indian I
Contemporary Issues of the American Indian II
Indians of the U.S. (Upper Midwest)
History of the Ojibwe
U.S. Minority Group History

Minnesota History
The American West
Introduction to Sociology
Modern Social Problems
Racial and Minority Group Relations
Social Change in Rural Society
Social Work Practices and the Native American
Social Welfare System and the Native American
Human Relations
Education of American Indian Children & Youth
Independent Studies
Alcohol and the American Indian
American Indian Art
Contemporary American Indian Art
Tribal Art
American Indian Literature
Elementary Ojibwe
Intermediate Ojibwe
Advanced Ojibwe
Tribal Music
Native North Americans
Cultural Anthropology
Culture and Personality
North American Prehistory
Archaeology and Ethnography of Minnesota
Ojibwe Culture

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 175

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 25

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 2

PROGRAM NAME: Intercultural Programs
SCHOOL: **The College of St. Catherine**
ADDRESS: St. Paul, MN 55105
CONTACT PERSON: June Noronha, (612) 690-6784
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Minor in American Indian Studies
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Support services such as orientation, advising, counseling, and financial aid are provided. Language and culture credit courses are also available.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Rick Gresyck, M.A. (American Indian Studies)

COURSES: American Indian Studies I
American Indian Studies II
Ojibway Language and Culture

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 15

PROGRAM NAME: Department of American Indian Studies
SCHOOL: **College of St. Scholastica**
ADDRESS: 1200 Kenwood Ave.
Duluth, MN 55811
CONTACT PERSON: Clyde Atwood, (218) 723-6189
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Multidisciplinary major with concentration in American Indian Studies
Indian culture specialization, undergraduate (Social Work, Business Management)
Indian counselor on campus

PROGRAM DESCRIPTION: The American Indian Studies Department provides opportunities for St. Scholastica students to study the history, contemporary developments, and culture of Indians. Through knowledge of these ancient people will come understanding and respect. The non-Indian will acquire a wider view and a deeper appreciation of our national heritage. All students, both Indian and non-Indian, may take courses as electives from the core courses listed.

Multidisciplinary majors will help Indians to achieve self-identity as Indians and as professional persons; therefore, a broadly-based core of Indian Studies is combined with various academic majors to provide preparation for a variety of careers. With the assistance of an advisor, multidisciplinary majors may be designed with a concentration in Indian Studies plus courses in one of the following: Communications/Public Relations; Computer Information Systems; Management; Nursing; Nutrition; Religious Studies; Psychology; Social Work; Youth Ministry; and self-designed majors.

The American Indian Cultural Resource Center provides space for display of American Indian art and artifacts, communication center, meeting place, cultural activities and lounges. Activities are organized through the Scholastica Indian Student Organization.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Clyde D. Atwood, B.A. (AIS, Lit, Music, Phil)

COURSES: Introduction to American Indian Studies
American Indian History I
American Indian History II
American Indian Literature

American Indian Music, Dance and Art
American Indian Philosophy
Contemporary Indian Issues
The Indian in the Urban Setting
American Indian Law and Government
Tribal Economic Development
The American Indian and the Counseling Process
The American Indian and the Management Process
Topics in Indian Studies
Independent Study

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 34

PROGRAM NAME: Multicultural Studies
SCHOOL: **Moorhead State University**
ADDRESS: Moorhead, MN 56560
CONTACT PERSON: Marcella Cash (218) 236-2812
INSTITUTION TYPE: University
PROGRAM TYPE: Minor in American Indian Studies

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Sally McBeth (Anthropology)
Marcella Cash (Multicultural Studies)

COURSES:
Introduction to the Minority Experience
The Contemporary American Indian
Traditional American Indian Culture
Indians of the Southwest
Indians of Minnesota
Seminar on the American Indian
Majority Minority Group Relations

AMERICAN INDIAN OF ALASKAN NATIVE STUDENTS: 10

PROGRAM NAME: American Indian Programs
SCHOOL: **University of Minnesota, Duluth**
ADDRESS: School of Medicine
Duluth, MN 55812
CONTACT PERSON: Robert Diver, (218) 726-7234
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Minor in American Indian Studies
Indian culture specialization, undergraduate (Marine Science, Biomedical Research)
Indian culture specialization, graduate level (Medicine)
Indian counselor on campus

PROGRAM DESCRIPTION: Three programs are offered:

(1) IRC (Indians into Research Careers)

Beginning juniors in college with a 3.0 GPA or better are recruited for this program. Students learn to do biomedical research with Medical School faculty. The program gives full financial support to the last two years of their undergraduate work plus a monthly stipend.

(2) NAM (Native Americans into Medicine)

A summer program that is designed to increase the number of American Indians entering the health care delivery field by exposing students to what it takes to become a physician.

(3) AIMS (American Indians in Marine Science)

Beginning college juniors with a 3.0 GPA or better are teamed up with Sea Grant faculty and are taught how to do good marine science research.

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 91

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 9

INDIANS STUDENTS IN SPECIAL PROGRAMS (such as extension): 31

PROGRAM NAME: Native American Studies
SCHOOL: **College of Great Falls**
ADDRESS: 1301 20th St. South
Great Falls, MT 59405
CONTACT PERSON: Thomas Sullivan, (406) 761-8210
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Minor in American Indian Studies
Indian counselor on campus

COURSES:
Survey of Native American History
Culture and Traditional Montana Native America
Literature of Native America
Native American Education
Native American Religious Traditions
Native American Government and Law
Field Work in Native American Studies
Practicum in Native American Education

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 50

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 12

SCHOOL: **Dull Knife Community College**
ADDRESS: Box 206
Lame Deer , MT 59043
CONTACT PERSON: Wes Fortney, (406) 477-6219
INSTITUTION TYPE: 2 year college (tribally controlled)
PROGRAM TYPE: Vocation Ed
Academic Division, Liberal Arts
Indian counselor on campus

PROGRAM DESCRIPTION: The vocational program includes offerings in:

(1) Heavy Equipment
(2) Auto Mechanics
(3) Midlevel Business
(4) Secretarial Services
(5) Welding
(6) Carpentry

The Academic Division offers a two year transfer program in Liberal Arts.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Jennie Parker (Cheyenne Language & Art)

COURSES:
Introduction to Native American Studies
Cheyenne History, Language, Art
Native American in Contemporary Society
Beginning Cheyenne Language
Intermediate Cheyenne Language
Advanced Cheyenne Language
Plains Indian Culture and History
Introduction to American Indian Art
World Civilization
United States History
Montana History
Constitutional Law
Drug Use & Abuse
Animal Science
Interpersonal Communications
Introduction to Literature
Public Speaking
Educational Psychology
Social Problems

American Political Systems
Economics
Accounting
Painting
Photography
Ceramics
Biology I & II
English
Math I, II, III, IV
Geography
GED
Reading, Composition

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 140

PROGRAM NAME: Native American Studies
SCHOOL: **Eastern Montana College**
ADDRESS: Billings, MT 59101-0298
CONTACT PERSON: Robbi Ferron, (406) 657-2182
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Minor in American Indian Studies
Indian culture specialization, undergraduate (Native American Culture, History, Law and Education)
Research unit
Indian counselor on campus

PROGRAM DESCRIPTION: The Native American Studies program offers a comprehensive academic program for both Indian and non-Indian students, with three goals: (1) To examine Native American cultures as living, vital cultures, (2) To contribute to increased multicultural awareness and appreciation (3) To cooperate with other EMC programs in providing a supportive environment for Native American students. Courses are offered in history, philosophy, religion, psychology, languages, literature, sociology, and education. An academic minor is available.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Robbi Ferron, J.D. (Education, Law, Sociology, History)
Adrian Heideinreich, Ph.D. (History, Philosophy, Religion, Literature)

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 187

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 4

PROGRAM NAME: Center for Native American Studies
SCHOOL: **Montana State University**
ADDRESS: 2-150 Wilson Hall
Bozeman, MT 59717
CONTACT PERSON: Walter Fleming, (406) 994-3881
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Minor in American Indian Studies, undergraduate
Indian culture specialization, undergraduate (Indian Education)
Indian culture specialization, graduate (Indian Education)
Minority support program
Indian counselors on campus
Native America Graduate Fellowship Program in Education
Bilingual/Vocational Education
Advance by Choice (TRIO)
International Educational Exchange Program

PROGRAM DESCRIPTION: The principal mission of the Center is to establish, maintain and improve the educational process as it relates to the Indian people of Montana, the region and the Nation. There are three areas of program activities:

INSTRUCTION

In the area of instruction there are two primary components: (1) the Indian Culture Teacher Training Component designed to provide Indian historical and cultural background for teachers and teacher candidates; (2) the Native American Studies Program Instruction Component which is designed to (a) provide academic course work for on-campus Indian and non-Indian students who wish to pursue an academic minor in Native American Studies and (b) to fulfill tribal needs relating to economic, legal and cultural developments, as specified by tribal resolutions.

RESEARCH

The research program reflects the broad concerns and interests of Indian people in the areas of education, law, and technical and professional development. The Center strives to facilitate the delivery of existing University programs and technical services to the tribes.

SERVICE

The Center service component focuses on two distinct areas, student services and community services. The student services component is designed to provide student recruitment activities; a summer orientation program; personal and academic counseling and advising, tutoring and skills development courses for Native American students. The community services component is designed to respond to tribally identified needs in the areas of educational, social, economic and community development.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Walter Fleming, M.Ed. (Northern, Plains Culture, History)
C. Patrick Morris, Ph.D. (History, Policy, Law)
Robert Peregoy, Ed.D. (Administration, Education)
Nancy Tucker, Ph.D. (Culture, Health)
Daniel Voyick, Ed.D. (Education)

COURSES:
Introduction to Native American Studies
Selected Issues in Personal Development
Montana Indian Groups: Prior to 1862
Montana Indian Groups: 1862 to Present
History & Culture—Northwest Coast
History & Culture—Southwest
Introduction to Native American Art
Internship
Social Work and the Native American
Native American Health Affairs
American Indian Religious & Philosophical Thought
American Indian Policy
American Indian Literature
American Indian Education
Problems & Issues in Indian Education
Tribal Economics—Past & Present
Program Development & Proposal Writing
Law & the Native American
Tribal Governments and Community Development
Contemporary Issues
Counseling the Indian Student
Organization and Administration of Indian Education

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 175

UNDERGRADUATE STUDENTS WITH MINOR IN NATIVE AMERICAN STUDIES: 15

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 21

SCHOOL: **Salish Kootenai College**
ADDRESS: Box 117
Pablo, MT 59855
CONTACT PERSON: Joe McDonald, (406) 675-4800
INSTITUTION TYPE: 2 year college (tribally controlled)
PROGRAM TYPE: Major in American Indian Studies
Indian counselor on campus

PROGRAM DESCRIPTION: Program has offerings in:

Business Administration
General Studies
Human Services Technology
Native American Studies
Forest Technology
Health Education
Law Enforcement
Natural Resources
Surveying
Secretarial Science
Building Trades
Child Development
Developmental Studies

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Anita Dupuis, M.A. (Business Management)
Joe McDonald, Ed.D. (Educ Programs, Indian Culture & Practices)
Ruth Silverthorne, M.A. (Counseling, Self Development)
Jerry Stater, M.A. (Guidance, Psychology)
Ron Theriault, B.A. (Tribal History, Culture, Policy)

COURSES: Beginning Salish I, II, III
Beginning Kootenai, I, II, III
Intermediate Salish I, II, III
Intermediate Kootenai I, II, III
History of Indians in the United States
Flathead Reservation History Before 1850

PROGRAM NAME: Native American Studies
SCHOOL: **University of Montana**
ADDRESS: 730 Eddy Avenue
Missoula, MT 59812
CONTACT PERSON: Henrietta Whiteman, (406) 243-5831
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Minor in Native American Studies
Indian culture specialization, undergraduate (Education)
Indian counselor on campus

PROGRAM DESCRIPTION: Native American Studies is a study of the Native American from a historical, cultural and contemporary perspective as interpreted by Native Americans. Special emphasis is placed on reservation life, religion, and oral and written traditions. The underlying philosophy of the program is to develop in the Native American student a pride and positive identity with his/her culture and to promote better understanding and acceptance between the Native peoples of this country and all peoples.

More specifically, the following are offered:

(1) Native American Studies Teaching Minor
(2) Indian Studies Law (courses)
(3) Student Organizations (KYI-YO Indian Club and the Bearchild Singers and Dancers)
(4) Student Service (academic, personal and financial counseling)
(5) Scholarships
(6) Related Projects (Special Services)

Other projects are being developed by the Native American Studies staff for the purpose of meeting the needs of the Indian community in the state of Montana.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Ellsworth LeBeau, Ed.D. (Native American Studies)
Ken Pepion, M.Ed. (Counseling)
Henrietta Whiteman, Ph.D. (Native American Studies)

COURSES: Indian Culture as Expressed Through Language
Oral and Written Traditions of the Native American
The Reservation Indian

Contemporary Issues of the American Indian
Issues in Financing Native American Programs
Politics of the Montana Native American
American Indian Education
American Indian Religion and Philosophy
Ecological Perspectives in Native American Traditions
History of Indian Affairs
Issues in Native American Studies
Indians of North America
Art of North American Indians
Special Topics

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 200

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 12

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 1

SCHOOL: **Nebraska Indian Community College**
ADDRESS: Box 752
Winnebago, NE 68071
CONTACT PERSON: John Weatherly, (402) 878-2414
INSTITUTION TYPE: 2 year college (tribally controlled)
PROGRAM TYPE: Minor in American Indian Studies, undergraduate
Indian counselor on campus

PROGRAM DESCRIPTION: NICC emphasizes those areas of study which are designed ultimately to provide training for the manpower needs of the Winnebago, Omaha and Santee Sioux tribes. A variety of programs and curricula are provided to meet the special needs of each Indian community. Areas of study are in general academics, vocational, special interests, alcoholism counseling, clerical, Tribal studies and education. Financial aid is available from PELL grants (B.E.O.G), Tribal Higher Education Program (if qualifiying). The college's central focus is the Indian student. NICC provides both opportunities and encouragement for those students who desire to continue their education beyond the secondary level.

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 406

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 89

PROGRAM NAME: Institute for Ethnic Studies
SCHOOL: **University of Nebraska, Lincoln**
ADDRESS: 141 Andrews Hall
Lincoln, NE 68588
CONTACT PERSON: Ralph Grajeda, (402) 472-1850
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Minor in Native American Studies
Indian culture specialization, graduate level (English, Anthro, Educ, Educ Psych)
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The Institute offers an undergraduate program under the College of Arts & Sciences/Teachers College, with minors in Native American Studies, Chicano Studies, Afro-American Studies. The program is involved in teaching, service, and research. Courses are cross-listed in Education, History, Sociology, Political Science, English, Modern Languages, and Anthropology.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Elaine Jahner, Ph.D. (Native American Lit)
Woesha Cloud North, Ph.D. (Native American Lit)
Webster Robbins, Ph.D. (Native American Ed, Minority Education)
Ralph Vigil, Ph.D. (Native American History)

COURSES: Native American Literature
Minority Education
Federal Indian Law & Tribal Politics
Cross-Cultural Communications
Introduction to Oral Literature
The Indian in the History of the American West

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 40

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 2

PROGRAM NAME: Native American Studies
SCHOOL: **Dartmouth College**
ADDRESS: Bartlett Hall
Hanover, NH 03755
CONTACT PERSON: Michael Dorris, (603) 646-3530
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Major in Native American Studies
Minor in Native American Studies
Indian culture specialization, undergraduate (Education, History, Earth Science, English)
Research unit (NA Science Resource Center)
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Native American Studies was founded at Dartmouth in 1972, and, by unanimous votes of the faculty and trustees, became a permanent department in 1980. Approximately 14 courses are offered in NAS each year, with an additional 20 courses pertaining to Indians offered in other College departments. There are four permanent faculty members. Extra-curricular programs include a national student internship option, a visiting scholars program, and the Native American Science Resource Center. All courses receive full academic credit.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Michael Dorris, Ph.D. (NA Culture, Alaska, Treaties, Comtemp)
Michael D. Green, Ph.D. (History, Creek, Fox)
Maude M. Sterling, M.A. (Cree Lang & Lit)
Andrew O. Wiget, Ph.D. (Lit, Oral Lit, Poetry)

COURSES: Pre-Contact North American Survey
Contemporary Native American Society (1870-present)
Native American Women
Seminar: The Seminole War
Seminar: Indian Peoples of the Northeast
The Conquest (1492-1870)
Oral Literature
Contemporary Native American Prose Fiction
Native American Music

Seminar: The Indian in American Fiction
Introductory Cree Language
Native American Science

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 48

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 12

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 8

PROGRAM NAME: Native American Programs
SCHOOL: **College of Santa Fe**
ADDRESS: Saint Michaels Drive
Santa Fe, NM 87501
CONTACT: (505) 473-6330
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Indian culture specialization in Social Work
Minority support program
Indian counselor on campus
Outreach and community development

PROGRAM DESCRIPTION: Outreach Program is Title III funded to provide research, community development and higher education assistance to Indian communities of New Mexico and Arizona. Minority Affairs Programs provides on-campus aid to Indian students (only) in any area of need.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

D. C. Cole, Ph.D. (History, Anthropology)
Lillian Taylor, M.A. (Speech and Literature)
Walter Donlon, Ph.D. (History)
Leona Zastrow, Ph.D. (Art)

COURSES:
Studies in Native American Philosophy
Indians of North America
Indians of the Southwest
Arts of the Southwest I & II
Native American Literature
Indian Cultural Studies I, II, III
Minority Writers
Minority Groups
Southwest Literature & Culture
History of the West
History of the Southwest
Southwest Studies Seminars

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 93

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 200

PROGRAM NAME: Native American Affairs
SCHOOL: **Eastern New Mexico University**
ADDRESS: Station 3
Portales, NM 88130
CONTACT: (505) 562-2441
INSTITUTION TYPE: University (Education Specialization)
PROGRAM TYPE: Indian culture specialization (Humanities)
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Two humanities courses are offered, one historical and one contemporary. A part-time Native American Affairs Coordinator/Counselor provides academic and personal counseling, job assistance, financial aid assistance (with forms and helping the student negotiate the system), advisor to the club, and other support type services.

COURSES: Native American Humanities
Historical
20th Century

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 65

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 8

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 1

PROGRAM NAME: Institute of American Indian Arts
SCHOOL: **Institute of American Indian Arts**
College of Santa Fe Campus
ADDRESS: St. Michaels Drive
Santa Fe, NM 87501
CONTACT PERSON: Rosalie A. Bindel, (505) 471-6713
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Indian culture specialization in Fine Arts
Research Unit
Indian counselor on campus

PROGRAM DESCRIPTION: IAIA serves the Native American community as a national arts and cultural institution of higher education. Programs include: (1) instructional programs leading to an AFA degree with majors in two-dimensional arts, three-dimensional arts, creative writing, and museum training; (2) technical assistance and training services involving on-campus and outreach programs in education; (3) co-operative programs involving national consortium relationships; and (4) cultural studies and research and evaluation relating to utilization of the arts as an educational concept and methodology.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Juanita Barry, (Dance)
Mei Mei Berssenburgge, M.F.A. (English)
John Boylan, B.F.A (Painting)
Gregory A. Cajete, M.A. (Science)
Donald Chunestudey (Sculpture)
Charles Dailey, B.A. (Museum Training)
Larry Desjarlais (Design)
John Dixon, Ph.D. (Art History)
Phillip Foss, M.F.A. (Creative Writing)
Skip Holbrook, M.F.A. (Jewelry)
Rosemari Knoki, M.A. (English, Linguistics)
Craig Locklear, B.S. (Printmaking)
Otellie Loloma (Fine Arts)
Linda Lomahaftewa, M.F.A. (Painting)
Manuelita Lovato, B.S. (Museum Training)
Eric Moyers, B.S. (Photography)
Ralph Pardington, M.F.A. (Ceramics)
Carl Ponca, M.Ed. (Art)
Joe Sando, M.S. (Indian Cultural Studies)

Kimberly Stock, B.F.A. (Weaving)
Michael Shriber, Ph.D. (Linguistics, Weaving)
N. Joy Harjo, M.F.A. (English)

COURSES:
Ancient Art History
Masterpieces of Art History
Contemporary Art History
Indian Art History
Anthropology
Introductory Survey
Indian Cultural Studies
Science Survey Artistic Anatomy
Animal Anatomy
Herbology
Psychology
Business Principles for the Artist
Study of Language
Language and Culture
Language as Art
English
English Composition
Contemporary Fiction
Contemporary Poetry
Contemporary Plays
Native American Literature
Literature
Fiction Writing Workshop
Poetry Writing Workshop
Play Writing Workshop
Museum Theory
Exhibition Techniques
Art Restoration
Museum Problems
Exhibition Planning
Care of Collections
Museum Development
Museum Internship
Printmaking I
Painting
Experimental Painting
Watercolor
Photography

Lettering
Communication Design
Commercial Illustration
Ceramics
Jewelry
Sculpture
Glassblowing
Decorative Techniques
Weaving and Basketmaking
Traditional and Contemporary Fashion Design
Dance

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 147

PROGRAM NAME: American Indian Program
SCHOOL: **New Mexico State University**
ADDRESS: Box 4188
Las Cruces, NM 88003
CONTACT PERSON: Harry Lujan, (505) 646-4207
INSTITUTION TYPE: University (Ph.D. highest)
PROGRAM TYPE: Indian counselor on campus

PROGRAM DESCRIPTION: Five goals are fulfilled by the American Indian Program: Serving as a buffer between students and administration; being an advocate for students among university staff, faculty and administration; working as a liaison between the American Indian community and the university; making local, state and national presentations; and planning and implementing interdisciplinary American Indian studies courses.

The American Indian Program provides services in the following areas: Counseling, tutoring, IHS medical referrals, tribal financial aid assistance, student employment orientations, housing, tribal resources, typing, duplicating, presenting educational and cultural programs.

Associations include: United Native American Organization
Society of American Indian Engineers
Native American Business Student Association

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 26

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 5

SCHOOL: **Southwestern Indian Polytechnic Institute**
ADDRESS: 9169 Coors Blvd., NW
P.O. Box 10146
Albuquerque, NM 87114
CONTACT PERSON: James Lujan, (505) 766-3095
INSTITUTION TYPE: 2 year Post Secondary Vocational Technical
PROGRAM TYPE: Vocational education
Research
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Southwestern Indian Polytechnic Institute (SIPI) is a Bureau of Indian Affairs vocational-technical post-secondary school, available to Indians and Alaska Natives. The only BIA post-secondary vocational school, Southwestern Indian Polytechnic Institute has an all-Indian Board of Regents. The school is accredited by North Central Association of Colleges and Schools.

SIPI is a vocational-technical training school at the post-secondary level. Program offerings include those training areas which have a high demand for jobs in Business and Industry. They include: Telecommunications; Optical Technology; Offset Lithography; Engineering Technology; Marketing and Distribution; Accounting; Data Entry; Electronics Technology; Secretarial/Clerical; and Commercial Food Preparation. An Instructional Materials Center provides technical assistance in such areas as audio-visual aids, instructional materials development, publicity, library services, and film services.

COURSES: Southwestern Indian Polytechnic Institute offers more than 48 different certificate programs in 12 career fields.

AMERICAN INDIAN AND ALASKAN NATIVE STUDENTS: 497

PROGRAM NAME: Summer Institute of Linguistics for Native Americans
SCHOOL: **Summer Institute of Linguistics for Native Americans University of New Mexico**
ADDRESS: P.O. Box 11339
Albuquerque, NM 87192
CONTACT PERSON: Christine Sims, (505) 293-7986
INSTITUTION TYPE: University (Ph.D. highest)
PROGRAM TYPE: Summer Institute

PROGRAM DESCRIPTION: The Summer Institute of Linguistics for Native Americans (SILNA) is the result of a cooperative effort of the Summer Institute of Linguistics, Inc., the University of New Mexico Departments of Linguistics and Continuing Education, and the Linguistic Institute for Native Americans, Inc., a non-profit organization administered by a Board of Directors who are Native Americans and graduates of this Summer Institute. College credit in Linguistics is fully accredited by the University of New Mexico.

SILNA is committed to furthering education in the preservation and use of Native American languages in both the schools and surrounding communities, providing training to Native American students so that they may, themselves, develop their capabilities in describing, recording, and teaching their own languages, using a bilingual instructional approach.

SILNA is a six-week course in language study and Native American literacy. It is staffed by both Native American and non-Native American scholars who are experienced in the study of Native American languages and who are closely involved with the development of literacy, literature, or bilingual education in Native American communities.

COURSES: Phonology (Phonetics, Sound Systems)
Grammar
Guided Research (Language Analysis)
Methods and Materials Development

PROGRAM NAME: Native American Studies
SCHOOL: **University of New Mexico**
ADDRESS: 1812 Las Lomas Drive
Albuquerque, NM 87131
CONTACT PERSON: Ted Jojola/Beverly Mathews,
(505) 277-3917
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Research Unit
Indian counselor on campus
Special courses

PROGRAM DESCRIPTION: Special courses, academic seminars, personal counseling, tutoring, special scholarships.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Gloria Emerson, B.A. (Women's Studies)
Geary Hobson, M.A. (English)
Ted Jojola, Ph.D. (Planning)
Beverly Mathews, M.S. (American Studies)
Alfonso Ortiz, Ph.D. (Anthropology)
Luci Tapahonso, B.A. (Native American Lit)
Steve Wall, J.D. (Public Ad/Law)

COURSES:
Southwest Indian Tribes
Five Civilized Tribes
Economic Development
Cultural Aspects of Planning
American Indian Literature
Tribal Management
Contemporary Indian Problems
American Indian Women
Planning Issues on Native American Lands

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 573

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 144

PROGRAM NAME: American Indian Studies Program
SCHOOL: **Cornell University**
ADDRESS: 215 Stone Hall
Ithaca, NY 14853
CONTACT PERSON: Raymond Fougnier
INSTITUTION TYPE: University
PROGRAM TYPE: Minor, with extension program

PROGRAM DESCRIPTION: The American Indian Studies Program (AISP) is a multidisciplinary, intercollege program consisting of instructional, research, and extension components. The program's instructional core consists of courses focusing on American Indian life, with an emphasis on the Iroquois and other Indians of the Northeast. Core courses are supplemented by a variety of offerings from several departments.

The University has a commitment to broadening the educational opportunities and experiences of students from all backgrounds. The AISP offers courses that enhance the awareness of all students of the unique heritage of American Indians. Students are challenged by such topics as the sovereign rights of Indian nations and the contemporary relevance of Indian attitude toward the environment.

During the summer Cornell sponsors a Native American Studies Institute and an Indian Teacher Training Program. The Institute's program of instruction covers a broad range of topics relevant to American Indian Studies. The teacher training program provides participants with the skills needed in a bilingual-bicultural learning environment.

A specific objective of the AISP is to assist Indian groups and organizations in their efforts to address the issues they face. The thrust of the AISP's research and extension efforts is directed at developing solutions to problems identified by Indian people. In this way the AISP can serve as a catalyst to stimulate the application of institutional expertise and resources to community needs.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Raymond Fougnier (American Indian Studies)
D. Usner (History)
S. Saraydar (Tribal Government)

COURSES: Introduction to American Indian Studies
Ethnology of Native North America
The Peopling of America
History of North American Indians

Political History of American Indians
Native American History
American Indians in the Eastern United States
Ethnohistory of the Northern Iroquois
Issues in Contemporary Native American Studies
American Indian Philosophies
American Indian Tribal Governments
American Indian Philosophies II
The Social Impact of Rapid Resource Development

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 30

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 3

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 7

SCHOOL: **Niagara County Community College**
ADDRESS: 3111 Saunders Settlement Road
Sanborn, NY 14132
CONTACT PERSON: Len Longley, (716) 731-3271, Ext 295
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: While Niagara County Community College does not have an American Indian Studies program, NCCC enrolls the largest Indian student population on campus in New York state. In addition, college credit courses are offered at the Tuscarora School on the Tuscarora Indian Reservation for residents only.

The Native American Special Services Program had their main western New York offices at NCCC from 1973 until 1980. When government funds were cut, a Tuscarora Committee was formed to carry on NCCC's commitment to all Indian students. An Indian counselor has maintained an office on campus since 1973.

The Indian counselor and NCCC representatives also actively participate in St. Lawrence University's conference on the American Indian Student in Higher Education.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

W. Graham Millar, M.A. (History)

COURSES: The Indian in American History

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 45

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 20

PROGRAM NAME: Native American Studies
SCHOOL: **State University of New York at New Paltz**
ADDRESS: New Paltz, NY 12561
CONTACT PERSON: L. Hauptman, (914) 257-2517
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Minor in Native American Studies

PROGRAM DESCRIPTION: The Native American Studies program offers the following:

(1) Minor Program—anthropology; history; art history
(2) Annual Eastern Regional Conference on the Native American
(3) Archaeological Field School each summer
(4) Research services—tribal museums, historical societies, oral history projects, land claims, etc.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

J. Bourrassa, Ph.D. (Pre-Columbian Art)
L. Eisenberg, Ph.D. (Archaeology)
L. Hauptman, Ph.D. (Native American History)
G. Hendel-Sebestyen, Ph.D. (Native American Anthro)

COURSES:
Indians of the United States
Indians of New York State
Indians of Eastern Woodlands
Indians of North America
Art of Pre-Columbian America
Archeology of New York State
Archeology Field School
Archeology of North America

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 3

UNDERGRADUATE STUDENTS WITH MINOR IN NATIVE AMERICAN STUDIES: 3

PROGRAM NAME: American Indian Studies
SCHOOL: **Pembroke State University**
ADDRESS: Pembroke, NC 28372
CONTACT PERSON: Adolph L. Dial, (919) 521-4214, Ext. 266
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Minor in American Indian Studies
Research unit
Indian counselor on campus

PROGRAM DESCRIPTION: Pembroke State University had a humble beginning in 1887 as an institution for the American Indian. For more than half a century the Institution served only the American Indian.

The University feels a responsibility for offering to the people, both Indian and non-Indian, a program in the History of the American Indian and one that will also deal with complexities of contemporary Indian affairs.

The Department of American Indian Studies offers a minor of 21 semester hours. Students are encouraged to select courses that touch on as many different aspects of Native American history and culture as possible.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Adolph Dial, M.Ed., C.S.G.S. (History of American Indian/Lumbee Culture & Contemp Problems)
David Eliades, Ph.D. (History of American Indian)
Robert K. Gustafson, Th.D. (American Indian Tradition)
Robert C. Hersch, Ph.D. (Indians of Latin America)
Linda E. Oxendine, M.Ed., B.A. (American Indian Education)
Robert W. Reising, Ph.D. (American Indian Literature)
Ralph L. Steeds, M.F.A. (American Indian Art)

COURSES:
American Indian Culture
American Indian Education
Contemporary Problems of American Indians
Workshop in American Indian Studies
Lumbee Culture
American Indian Historical Site
American Indian Traditions
American Indians Before Columbus
American Indian Art History

American Indian Literature
Seminar in Native American Literature
History of the American Indians
History of the American Indian in North Carolina
Indians of the Southeast
Colloquium on American Indian History
Federal Policy and the American Indian
Indians of Latin America

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 520

PROGRAM NAME: Cherokee Center
SCHOOL: **Western Carolina University**
ADDRESS: Cullowhee, NC 28723
CONTACT PERSON: Jim Farris or
Dr. Lawrence Arney, (714) 497-7920
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Minor in American Indian Studies
Indian counselor on campus
Teacher Training Program

PROGRAM DESCRIPTION: Western Carolina University offers resident credit courses at the Cherokee High School on weeknights and two courses per semester in the afternoon at Cherokee Elementary School for teacher aides working toward a degree in education. The night courses consist primarily of general education requirements with upper level courses offered as the interest and need arises. The Western Carolina University Cherokee Center is staffed with a full-time director, a full-time counselor and a part-time tutor.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Robert Bushyhead (Cherokee Language)
Jim Farris, M.A.E. (Study Skills)
Larry Stucki (Anthropology)

COURSES: Cherokee History
Cherokee Language
Indians of Southeastern United States
Contemporary Cherokee Culture
Cherokee Language
Cherokee Arts & Crafts

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 80

SCHOOL: **Standing Rock Community College**
ADDRESS: Fort Yates, ND 58538
CONTACT PERSON: Jack Barden, (701) 854-3861
INSTITUTION TYPE: 2 year college (tribally controlled)
PROGRAM TYPE: Major in Lakota Studies
Indian culture specialization, undergraduate (Human Services, Criminal Justice, Business, Agriculture)
Indian counselor on campus

PROGRAM DESCRIPTION: Standing Rock Community College is a two-year, tribally chartered postsecondary institution offering the Associate of Arts, Associate of Science and Associate of Applied Science degrees. Degrees are offered in general college transfer for farm-ranch management, criminal justice, human services, business/clerical and business administration.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Arthur Amiotte
Colleen Cutschan
Mary Louise Defender Wilson (Contemporary & Historical)

COURSES:
Lakota Language I
Lakota Language II
Seminar in Lakota Culture I
Seminar in Lakota Culture II
Indian Psychology
Lakota Value Systems
Native American Education
Lakota Foods and Nutrition
Native American History
Native American History II
Dakota Language I
Dakota Language II
Lakota Music and Dance
Indians in Film
Indian Governmental Institutions
Tribal Government
Lakota Arts & Crafts
Lakota Arts and Crafts II

Native American Art
Lakota Myth and Tradition
Indian Oratory
Native American Women
Lakota Art Design
Lakota Religion
Indian Law Seminar
Native American Literature
Plains Indian Literature

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 160

PROGRAM NAME: Department of Indian Studies
SCHOOL: **University of North Dakota**
ADDRESS: Grand Forks, ND 58201
CONTACT PERSON: Mary Jane Schneider, (701) 777-4315
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Major in American Indian Studies
Minor in American Indian Studies
Indian counselor on campus
Native American Programs
Native American Cultural Center
Support Services

PROGRAM DESCRIPTION: The Indian Studies curriculum at the University of North Dakota has been established to meet needs both on the campus and throughout the state. The major and minor, combined with other subject matter concentrations, are intended to provide: (1) a more complete understanding of Indian history and culture, (2) practical experiences in Indian communities, (3) a basis for employment in work either reservation or non-reservation settings, and (4) background for graduate work in Indian Studies. For the greater University community, the courses in Indian Studies, together with the research conducted or sponsored by the Department, will provide an expanded approach to the study of American History. Another purpose of the program is to enable the University to serve the reservation communities, especially in their educational programs. As the Indian Studies program develops more basic information, teaching materials, and staff assistance will be available to Indian schools and Indian leaders.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

M. Bluemle, Ph.D. (Indian Science, Ethnobotany)
J. Crawford, Ph.D. (Dakota, Mechif)
J. DeFlyer, Ph.D. (Native American Indians, Indian Literature, Philosophy)
J. Salter, M.A. (Indian Law, History, Urban Indians)
M. J. Schneider, Ph.D. (Traditional Culture, North Dakota Indians)

COURSES: Introduction to Indian Studies
North American Indians
Contemporary Indian Issues
American Indian Languages

Modern American Indian Literature
Literature & Culture: Traditional American Indian Literature
Primitive Technology
Natural Science and Culture of the Plains Indians
Cultural Use of Plants by Regional Indians
Native American Arts and Crafts
Survey of Native American Arts
Reservation Government and Politics
History of American Indian Policy
Introductory Survey of Chippewa History
History of Three Affiliated Tribes
History of the Western Sioux
Special Topics in Indian Studies
Urban Indian Studies
Indian Law
Practicum

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 250

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 15

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 30

SCHOOL: **Bacone College**
ADDRESS: Muskogee, OK
CONTACT PERSON: Will Freeman, (918) 683-4581
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Indian culture specialization (Art)
Indian counselor on campus
Upward Bound
Special Services
Talent Search
Human Enrichment Program

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Charles Ballard, Ed.D. (Native American Literature)
Lee Chupco, B.S. (Indian Ministries, Creek Language)
Pat Freeman, M. Divinity (Indian Ministries)
Ruthe Blalock Jones, M.Ed. (Indian Art)
Homer Noley, M. Divinity (Indian Ministries)
George Stevenson, D. Md. (Chorus, Vocal)
Charles Van Tul, Ph.D. (Cherokee and Creek Language Studies)
Dick West, B.S. (Indian Ministries)
Larry Wilcox, M.B. (Cherokee and Creek Language Studies)

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 129

PROGRAM NAME: Counseling and Tutorial
SCHOOL: **Central State University**
ADDRESS: 100 N. University Drive
Edmond, OK 73034
CONTACT PERSON: James M. Noley, (405) 341-2980, Ext 364
INSTITUTION TYPE: University (M.A. highest degree offered)
PROGRAM TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The program provides counseling and tutorial services for American Indian students who are attending the University.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Royce Peterson, Ph.D. (American Indian History)

COURSES: The American Indian
Indians of the Southwest
American Indian Literature

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 200

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 35

SCHOOL: **Murray State College**
ADDRESS: Tishomingo, OK 73460
CONTACT PERSON: Sue McGilbray, (405) 371-2371, Ext 145
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Major in American Indian Studies
Minor in American Indian Studies
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Murray State College is a small Junior college in southern Oklahoma. The curriculum is very good in Agriculture, Nursing, and Vet Tech. MSC provides Special Services for students who qualify due to background, ACT score, financial need and any handicap. MSC provides professional tutors and has an excellent developmental program for the weaker student. MSC has an open-door policy and accepts all students.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Roger Young, M.A. (Indian Studies)

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 80

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 7

PROGRAM NAME: Indian Studies Major
SCHOOL: **Northeastern State University**
ADDRESS: Tahlequah, OK 74464
CONTACT PERSON: Ruth Arrington, (918) 456-5511
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Major in Indian Studies
Minor in Indian Studies
Indian culture specialization, undergraduate (Education)
Indian culture specialization, graduate level (Masters in Business Administration, Tribal Management)
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The program offers an interdisciplinary B.A. in Indian Studies.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Ruth Arrington, Ph.D. (Oratory, Amer Ind Lit)
Martin Cochran, M.S. (Cherokee Language)
Odie Faulk, Ph.D. (History)
Betty Lombardi, Ph.D. (Folklore)
Chet Lombardi, Ed.D. (Crafts)
Charles Noble, Ph.D. (Anth, Soc, Ethnology)
Brian Rader, Ph.D. (Political Science)

COURSES:
Cherokee Language I & II
American Indian Rhetoric
American Indian Literature
American Indian Folklore
Ethnology
Field Methods in Ethnology
Anthropology
Indian Religion
Politics—American Indian
History of American Indians—Plains, Five Tribes
Crafts
Readings in History

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 900

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 15

PROGRAM NAME: Native American Area Studies
SCHOOL: **Oklahoma State University**
ADDRESS: Stillwater, OK 74078
CONTACT PERSON: Donald N. Brown, Native American Area Studies (405) 624-6108
Gloria Valencia-Weber, Psychology Graduate Program (405) 624-6025
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Indian culture specialization, graduate level (Psychology)
Minority support program
Indian counselor on campus
Certificate program

PROGRAM DESCRIPTION: The Native American Area Studies certificate Program enables the student to develop an expertise in Native American Area Studies while majoring in an approved degree program. The program is designed to ensure the development of a multidisciplinary orientation. Eighteen credit hours are required for the certificate program, of which nine hours are in core courses. Currently twenty-seven semester hours are available with additional courses being developed.

The Oklahoma State University Department of Psychology has a nationally recognized program to train American Indians in psychology at the graduate level. Because of the serious shortage of American Indians who are trained professionally in psychology, the program goal is to increase the number of such professionals. American Indians can then be served by people who identify with and understand the cultural aspects of contemporary American Indian life. American Indians trained by the program now work as directors and planners of mental health services, clinical service providers, and as researchers in issues related to American Indians. There are three program options:

Doctorial Study: Ph.D. in three specialty areas: clinical, experimental, and social psychology. Clinical training is in the practitioner-scientist model. The doctoral program is flexible and is developing options in developmental and organizational psychology.

Mental Health Specialist: a Masters in clinical skills for professional work in community mental health centers and other clinical counseling settings.

Vocational Rehabilitation Counselor: a Masters for students who have made a commitment to work with handicapped clientele in a rehabilitation agency setting.

The clinical psychology program is supported by a training grant from the National Institute of Mental Health and is accredited by the American Psychological Association. Whenever possible, practicum, internship and other training experiences will relate to contemporary needs and interests of American Indian communities.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

W. David Baird, Ph.D. (History)
Donald N. Brown, Ph.D. (Anthropology)
Margaret F. Nelson, Ph.D. (English, Folklore)
James S. Thayer, Ph.D. (Humanities, Religion)

COURSES:
North American Indian Cultures
Archaeology of North America
Contemporary Native Americans
Colloquium: Native American Area Studies
Literature of Minority or Ethnic Groups
(a) Plains Indians
(b) Southwest Indians
Indians in America
Indians in Oklahoma
American Indian Humanities
Religions of Native America

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 419

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 30

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 12

PROGRAM NAME: Native American Studies/Social Science
SCHOOL: **Oscar Rose Junior College**
ADDRESS: Midwest City, OK 73110
CONTACT PERSON: Carolyn Poole, (405) 733-7378
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Major in Native American Studies
Minor in Native American Studies
Minority support program
Indian counselor on campus

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Bob Leyeridge, A.B.D. (American Indian History, Five Civilized Tribes)

COURSES: Literature of the American Indian
American Indian History
Contemporary Indian Issues
History of the Five Tribes
History of North American Plains Indians

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 149

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 10

PROGRAM NAME: Choctaw Bilingual/Native American Studies
SCHOOL: **Southeastern Oklahoma State University**
ADDRESS: Durant, OK 74701
CONTACT PERSON: E. Sturch, (405) 924-0121, Ext 381
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Minor in Native American Studies, undergraduate
Indian culture specialization, undergraduate (Choctaw Bilingual)
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The Choctaw Bilingual program is a cooperative effort with the public schools in training Choctaw Bilingual teachers and courses. Courses in Choctaw and Choctaw heritage are included. The Native American Studies minor is an open minor with various courses in Sociology, History and Language.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Dwight Landua, M.S., A.B.D. (Sociology)
Gwen Takehorse, M.A. (Choctaw)
Betty Jacobs, M.A. (Choctaw)

COURSES: Choctaw Language (2 courses)
Choctaw Heritage
American Indian Culture
Culture and the Humanities
Oklahoma History/Five Civilized Tribes
American West (2 courses)

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 675

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 14

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 60

PROGRAM NAME: American Indian Studies
SCHOOL: **University of Science and Arts of Oklahoma**
ADDRESS: Chickasha, OK 73018
CONTACT PERSON: Carol Hampton, (405) 224-3140, Ext 224
Lonnie Emhoolah (Counselor), (405) 224-3140, Ext 288
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Major in American Indian Studies
Minor in American Indian Studies
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: A knowledge of the traditions, cultures and history of the first Americans helps promote a recognition of contributions of American Indian tribes to the development of modern society. Equally important is an understanding of the unique relationship of the government of the United States to tribes and American Indian individuals. The American Indian Studies program at the University of Science and Arts of Oklahoma provides an interdisciplinary forum for study and discussion of American Indian issues, past and present. With surveys and specialized courses, the program offers a field of study for all people—American Indian and non-Indians alike.

Specific offerings are:

(1) Core program and the General Requirements for Graduation
(2) A major in American Indian Studies
(3) A minor in American Indian Studies

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Lonnie Emhoolah, MED
Carol Hampton, M.A., A.B.D. (American History, Indian Studies)

COURSES:
American Indian History to 1815
American Indian History after 1815
Oklahoma Indian History and Cultures
Traditional and Contemporary American Indian Literature
Creative Writing in American Indian Literature

Tribal Government and the Law
Contemporary American Indian Issues
American Indian Economics
American Indian Arts
American Indian Philosophy and Religion
Seminar in American Indian Studies
Workshop in American Indian Studies

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 75

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 4

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 60 part-time

PROGRAM NAME: Indian Education Program
SCHOOL: **Eastern Oregon State College**
ADDRESS: LaGrande, OR 97850
CONTACT PERSON: Joan Jackson, Director
(503) 963-1325
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Support Services

PROGRAM DESCRIPTION: A non-academic program providing support services, such as counseling, support of cultural activities, financial aid counseling, academic advising, etc.

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS:
Approximately 30

PROGRAM NAME: American Indian Leadership Training
SCHOOL: **The Pennsylvania State University**
ADDRESS: 320 Rackley Bldg
University Park, PA 16802
CONTACT PERSON: Grayson Noley, (814) 865-1489
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Indian culture specialization, graduate level (Educational Administration)
Research unit

PROGRAM DESCRIPTION: The purposes of the program are to: (1) provide training for the development of qualified Indian administrators, capable of staffing and managing formal educational institutions; (2) develop qualified professional educational planners for tribal organizations, the Bureau of Indian Affairs, state and federal Indian education agencies, and private educational organizations designed to serve Indian students; (3) provide training for the development of educational managers qualified to develop and administer specialized programs in Indian education; (4) raise the academic qualifications of Native American professionals who have demonstrated competence in order that they might move into leadership and policy making roles at all levels of administration which have effects on Indian education.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

John H. Best, Ph.D. (Education Policy Studies)
William L. Boyd, Ph.D. (Education, Policy Studies)
William E. Caldwell, Ph.D. (Personnel, Collective Negotiations)
Hugh W. Fraser, Ed.D. (Principalship, Systems Analysis)
Gordon Godbey, Ed.D. (Organization and Administration)
Victor Levine, Ph.D. (Economics and Finance of Education)
Patrick D. Lynch, Ph.D. (School Law, Planning, International Education)
Grayson Noley, Ph.D. (Minorities, History of Education, Evaluation)
John M. Shemick, Ed.D. (School Facilities Planning)
Robert E. Sweitzer, Ph.D. (Administrative Theory and Behavior)

Yoshimitsu Takei, Ph.D. (Educational Theory and Policy)
Donald J. Willower, Ed.D. (Organizational Analysis)

COURSES: Seminars in Indian Education
History of American Indian Education

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 13

PROGRAM NAME: Center of Indian Studies
SCHOOL: **Black Hills State College**
ADDRESS: 1200 University Avenue
Spearfish, SD 57783
CONTACT PERSON: Lowell Amiotte, Director (605) 642-6471
INSTITUTION TYPE: Black Hills State College is a state institute, accredited by the National Council for Accreditation of Teacher Education and the North Central Association of Colleges and Secondary Schools at the Bachelors level.

PROGRAM TYPE: Minor in American Indian Studies

PROGRAM DESCRIPTION: The Center of Indian Studies has been established to meet the educational and cultural needs of American Indian people in their quest for self-determination.

The objectives of the center are:

1. To provide courses in the field of Indian Studies at the Associate, Bachelor, and Graduate levels.
2. To prepare and train prospective teachers for the field of Indian education and its applicability to culturally different classrooms.
3. To provide educational research, curriculum development, and consultant services.
4. To directly assist developing higher educational institutions on South Dakota Indian reservations.
5. To assist Indian students in reaching their greatest potential.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Lowell Amiotte, A.M. (Education, Social Science)
R. D. Theisz, Ph.D. (Communications, Education, Social Science)
Verine Cedar Face, M.S. (Communications, Education, Social Science)
Mary Heilman, M.A. (Education, Social Science)

COURSES:
Lakota Oral Literature
Contemporary Indian Literature
The Indian in Western Thought
Native American Children's Literature
Lakota Language 1
Lakota Language 2

Lakota Language 3
Lakota Language 4
Independent Study in Education
Introduction to Bilingual Education
Indian Education
Community Development in Indian Education
Education of the Culturally Different
Seminar in Indian Education
Independent Study in Indian Education
Social Adjustment to the Non-Indian Culture
Native American Indian Psychology
Indian Art History
Traditional Lakota Arts 1
Traditional Lakota Arts 2
Seminar in Indian Art
Lakota Music and Dance
Cultural Anthropology
Cultural Change Among American Indians
Reservation Economic Development
American Indian History and Culture 1
American Indian History and Culture 2
Seminar in American Indian History
Indian Law
Tribal Political Systems, Laws, Treaties and Government
Lakota Thought and Philosophy
Sioux History and Culture
American Indian Women
Race and Ethnic Relations
The Culture of the American Indian
Urban American Indians
Indian Community Organization and Development

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 160

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 54

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 50

PROGRAM NAME: American Indian Studies Department
SCHOOL: **Dakota Wesleyan University**
ADDRESS: Mitchell, SD 57301
CONTACT PERSON: David Mathieu, (605) 996-6511, Ext 358
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Major in American Indian Studies
Minor in American Indian Studies
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Since 1975, the Trustees of Dakota Wesleyan University have made American Indian education, in both the curricular and service areas, a first priority. The American Indian Studies program has been established in recognition of the historical and contemporary significance of the American Indian experience. Coursework in the cultural, social, and political life of American Indian peoples is considered an important part of a liberal arts education in America.

The department offers both major and minor programs in American Indian Studies to the Bachelor's level. A full-time American Indian counselor is available. Many cultural and issue-related events are sponsored.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

David J. Mathieu, M.A. (Lakota, History, Educ)
James McLaird, M.A. (History)
Mary Weinkauf, Ph.D. (Literature)

COURSES:
Lakota Language I & II
American Indian History & Culture
American Indian Art
Northern Plains Indian History
American Indian Sacred Thought
Biculturalism & American Indian Education
American Indian Literature
Tribal Law, Treaties & Government
Seminar in American Indian Studies
Independent Study in American Indian Studies
Racial Thought: A Conceptual Survey

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 35

UNDERGRADUATE STUDENTS WITH MAJOR OR MINOR IN NATIVE AMERICAN STUDIES: 10

PROGRAM NAME: Indian Studies Minor
SCHOOL: **South Dakota State University**
ADDRESS: English Department
Brookings, SD 57007
CONTACT PERSON: Jack W. Marken, (605) 688-5191
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Minor in Indian Studies
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The Indians in American society are a minority who have been misunderstood and misrepresented in many ways. These peoples sometimes view life differently from the non-Indian, and some of these insights are valuable because they help us understand our environment better. The Indian Studies program seeks to help students explore the many facets of Indian culture.

The program utilizes courses taught in various departments. Indian Studies consist of the courses at South Dakota State University which focus on the culture of the American Indian. These courses are offered in various subject areas, including anthropology, drama, history, literature, philosophy, professional education, and sociology. Students interested in the culture of the American Indian, particularly the Plains Indians, may take courses in these subject areas for information. Every student who intends to be certified as a teacher in South Dakota public schools must take at least three hours in Indian Studies.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Donna Hess, Ph.D. (Anthro, Soc)
Jack Marken, Ph.D. (Literature)
Larry Roberts, Ph.D. (History)
Luis Serron, Ph.D. (Anthro, Soc)
Charles Woodward, Ph.D. (Literature)

COURSES:
Cultural Anthropology
Indians of North America
Literature of the American West
American Indian Literature of the Past
American Indian Literature of the Present
Seminar in American Indian Literature
History of the American West
History of American Indians

Ethnic Studies
Introduction to Philosophy
Indian Oratory and Drama
Race and Nationality Problems

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 36

UNDERGRADUATE STUDENTS WITH MINOR IN NATIVE AMERICAN STUDIES: 10

PROGRAM NAME: Indian Education Center
SCHOOL: **University of South Dakota**
ADDRESS: Vermillion, SD 57069
CONTACT PERSON: Rick LaPointe, (605) 677-5454
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Minor in Indian Education
Undergraduate and graduate courses in Indian Education

PROGRAM DESCRIPTION: The Indian Education Center was created to provide instruction, technical assistance, student advising and research in Indian Education for the tribes, communities and schools in the Great Plains Region. Faculty serve as advisors, counselors, supervise student teachers, administration of federal stipend programs and instructors.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Rick LaPointe, Ed.D. (all course areas)
Wayne Evans, Ph.D. (all course areas)
Duane Mackey, Ph.D. (all course areas)

COURSES:
Self Awareness
Career Exploration
Foundation & History of Indian Education
Cultural Studies & Human Relations
Bicultural Teaching Methods & Material
Community Education in Indian Areas
Current Issues & Problems in Indian Education
Workshop in Indian Education
A Survey of Research About the American Indian
Independent Study in Indian Education
Administration of Indian Programs

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 15

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 22

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 200 in Indian Community Colleges

PROGRAM NAME: Native American Studies Program
SCHOOL: **Brigham Young University**
ADDRESS: Provo, UT 84602
CONTACT PERSON: Fred Gowans, (801) 378-2843
INSTITUTION TYPE: University
PROGRAM TYPE: Minor in Native American Studies, undergraduate
Research Unit

PROGRAM DESCRIPTION The minor in Native American Studies is intended to increase awareness of the heritage of the American Indian, thus promoting better understanding and cooperation. The minor is designed for students of various disciplines, so that the student may select classes from a variety of interdepartmental courses or a combination of classes can be selected for indepth study in a specific discipline.

COURSES: American Indian Education 101, 107, and 323

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 405

PROGRAM NAME: Special Services
SCHOOL: **Snow College**
ADDRESS: 150 E. College Ave.
Ephraim, UT 84627
CONTACT PERSON: DeMont C. Wiser, (801) 283-4021, Ext 314
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Minority and disadvantaged support program

PROGRAM DESCRIPTION: Special Services is a federally funded program that provides counseling, club, tutoring, financial aid assistance, career guidance, developmental courses, cultural adjustment, etc.

COURSES: History of the American Indian

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 20

SCHOOL: **Southern Utah State College**
ADDRESS: Cedar City, UT 84720
CONTACT PERSON: Irene Jones, Acting Director
INSTITUTION TYPE: 4 year college with 9 pre-professional programs and 10 vocational programs
PROGRAM TYPE: Minority support program
Curriculum offerings in Multi-Cultural subjects

PROGRAM DESCRIPTION: The Multi-Cultural Center is funded by a Title III Strengthening Developing Institutions grant. The program is supervised by the Student Services office, under the direction of the Dean of Students.

The staff consists of a director, a counselor, a secretary, and a history professor, who is housed with the Behavioral and Social Sciences Department.

Services for Native American students included counseling and advisement, academic support, and the fostering of social networks for students. The Center coordinates closely with other student services, i.e. the Counseling and Testing Center, the Financial Aids Office, the Student Health Services, Resident Living, the Tutoring Center, and Project ALTA (academic support), to provide a comprehensive program to meet the needs of our students. The Center also works closely with Indian educational grant agencies to provide educational assistance for students.

In addition to the support services, the Multi-Cultural Center provides class offerings in the English and History Departments on the campus. These are English as a Second Language and a series of ethnic minority history classes.

The Inter-Tribal Club, a campus unit for Indian and other students, is advised by the Multi-Cultural Center. Under its coordination, an annual Princess Pageant, an invitational basketball tournament, and an Indian Week are held to provide socialization, and an avenue for cultural awareness and sharing, as well as provide a forum for Native American issues in education. The Inter-Tribal Club also provides awareness programs in schools, and for community and civic groups in the area as an outreach effort.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Irene Jones, M.Ed. (English as a Second Language)
Jim Vlasich, Ph.D. (History)

COURSES: Basic Reading
Dev/Critical Reading

Writing Fundamentals
Writing Competency
English as a Second Language I
English as a Second Language II
English as a Second Language III
Latin American Survey I
Latin American Survey II
American Indian 1868-Present
American Indian to 1868
Southwest Indian
Library Orientation
Pre-Algebra
Principles of Efficient Study
Career Decisions

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 93

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 4

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 2

Cooperative Masters Program in Educational Administration, with Utah State University

Cooperative Nursing Program, with Weber State College and Dixie College

PROGRAM NAME: Special Services
SCHOOL: **Utah State University**
ADDRESS: UMC 46
Logan, UT 84322
CONTACT: (801) 750-3098
INSTITUTION TYPE: 4 year college
PROGRAM TYPE: Minority support program
Upward Bound

PROGRAM DESCRIPTION: The Special Services program at Utah State University is one of three programs in the Student Assistant Program: Special Services, Upward Bound, and the Disabled Student Center. Special Services assists eligible students to achieve their post-secondary academic ambitions and, whenever practical, encourages them not only to complete their undergraduate studies but also to go on to graduate or professional educational programs. The program is designed to provide the following assistance: financial aid, special academic advising, counseling, tutoring, reading lab, special classes (reading and study skills), and other supportive services.

COURSES: American Indian History
Minority Groups
Social Welfare Among Minority Groups
North American Prehistory
American Indian Culture

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 39

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 2

PROGRAM NAME: Native American Program
SCHOOL: **Weber State College**
ADDRESS: Ogden, UT 84408
CONTACT PERSON: Craig Brandow, (801) 626-6406
INSTITUTION TYPE: University (M.A. highest degree)
PROGRAM TYPE: Indian culture specialization, undergraduate
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Weber State College has a 4 year Indian business program geared towards helping Indian students obtain a bachelors degree in business management (35 in program). Reduced tuition, scholarships and grants are available to qualified applicants. A Native American counselor and advisor is available to help students with college problems, etc. Program in Indian health and education being developed for fall of 1982.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Craig Brandow, M.Ed. (Botany, Psychology, Biology)
Furman Cummins, B.S. (Med Tech, Respiratory Therapy)

COURSES: Indian/Pioneer Uses of Western Plants
History of the American Indian
Indian Business Core Courses
Indian Math (algebra to calculus)

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 161

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 2

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 20

PROGRAM NAME: Indian Studies
SCHOOL: **Eastern Washington University**
ADDRESS: Cheney, WA 99004
CONTACT PERSON: John Rico Colonghi, (509) 359-2441
INSTITUTION TYPE: University (M.A. highest degree)
PROGRAM TYPE: Minor in American Indian Studies, undergraduate
Research Unit
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Indian Studies offers a variety of services designed to enrich the educational experience. The Indian Studies Department serves as an academic center to provide Indian-related curriculum and extracurricular activities that enhance the student's cultural heritage. In addition, it is a resource center for the general community, reservations in the region (Spokane, Colville, Coeur d'Alene, Nez Perce, Yakima and Kalispel), and the nearby academic coummunity.

Student services offered through the ISD are:

1. Academic planning
2. Tutorial services
3. Career counseling
4. Housing and job referral
5. Financial aid/scholarship workshops
6. University orientation
7. Personal and academic counseling
8. Study skills workshops
9. Cultural awareness workshops
10. Research and reference materials on Native Americans
11. Information and referral

In addition, the ISD staff publishes the *Moccasin Telegraph*, the EWU Indian student newsletter. Staff members also act as advisors to the Native American Student Association.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Cecil T. Jose, Ph.D. (Indian Affairs)
Elizabeth Cook-Lynn, B.A. (N.A. Literature)
James Somday, E.D. (Language, History, Ed)

COURSES: Federal Indian Policy
Native American Community Research and Development
Contemporary Indian Issues
Survey of Native American Literature
Introduction to Indian Studies
Salish: Indian Language

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 240

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 10

PROGRAM NAME: Native American Program
SCHOOL: **Everett Community College**
ADDRESS: 801 Wetmore, Everett, WA 98201
CONTACT PERSON: Blanche Causey, (206) 259-7151
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Support program
Indian counselor on campus

PROGRAM DESCRIPTION: Not an Indian Education Program as such. A professional counselor, hired to take care of the needs of Indian and native Alaskan students. This includes personal and academic counseling, financial aid and scholarship services. Referrals on such things as helping students find places to live, and going to court, hospitals, doctors, dentists, etc. Counselor also works with the nearby reservations and their programs, arranging for Indian oriented classes there and on campus. Also coordinates for Indians at the local prison.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Darlene Fitzpatrick, M.A. (Anthropology)
Robert Keller, Ph.D. (Anthropology)

(Most Indian instructors teach on a course basis, one quarter at a time, as need arises. No permanent Indian faculty.)

COURSES: Northwest Coast Indian Culture
Indian Religions
History of Federal/Indian Relations and Policy
Indian Law Enforcement (short courses, 3-6 weeks.)

(At the Reservation: GED, Food Technology, Pre-School and Child Care, Carpentry, etc.)

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 120

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): Approximately 40

PROGRAM NAME: American Indian Paraprofessional Childhood Educational Program
SCHOOL: **Highline Community College**
ADDRESS: 240th and Pacific Highway South Midway, WA 98021
CONTACT PERSON: Lee Piper (Mrs.), (206) 878-3710, Ext 295
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Indian culture specialization in education
Indian counselor on campus

PROGRAM DESCRIPTION: Highline Community College offers a one-year certificate and a two-year degree program in an American Indian Paraprofessional Childhood Education Program.

These programs prepare the student to become:

1. Preschool teacher
2. Day care assistant
3. Instructional assistant
4. Special education assistant
5. Home day care mother
6. First two years of Teacher Training

In addition, the two-year degree program meets the College requirements for an Associate of Applied Science Degree. Another alternative allows the student to earn an Associate of Arts Degree with a major in Childhood Education. The American Indian Paraprofessional Program can be used in transferring to four year institutions when working on a B.A. Degree in Teacher Training.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Lee Piper, Ph.D. (Native American Teacher Preparation, Social Science)

COURSES: The Native American
Contemporary Indian Issues
Parent/Teacher Philosophy
Indian Arts in Designing Curriculum

Also, for the Childhood Educational Associate Degree:

Nutrition
Child Development
Education of Young Children
Curriculum Development
School Observation
Philosophy of Parent Education
Behavior Modification
Emotional Disturbances
Games and Rhythms
Science and Math
Classroom Management
Self Awareness
Counseling Skills
Counseling: Problem Solving
School Participation and Teaching

PROGRAM NAME: Fisheries Program
SCHOOL: **Lummi College of Fisheries**
ADDRESS: P.O. Box 11
Lummi Island, WA 98262
CONTACT PERSON: Paul Waterstrat, (206) 758-2368
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Academic program in fisheries science

PROGRAM DESCRIPTION: The College of Fisheries is a 2 year fisheries school aimed at filling the need for technicians and providing basis for further education. Courses include biology, invertebrate zoology, ichthyology, practicums, speech, business, english, math to complete the A.S. requirement of 90 credits. An Associate Degree program in Commercial Fishing Technology is being developed.

COURSES:
Introduction to Fisheries Science
Introduction to the Culture of Bi-valve Mollusks and Crustacea
Aquaculture and Fisheries Production
Ichthyology
Management of Commercial Fisheries
Diseases of Fish and Shellfish
Introductory Biology
General Biology
Limnology
Invertebrate Zoology I
Invertebrate Zoology II
Marine Biology and Oceanography
Oyster Hatchery Practicum
Fish Hatchery Practicum
Microbiology Practicum
Marine Station Practicum
Water Quality Practicum
Cooperative Work Experience
Basic Writing Mechanics and Rhetoric
Mathemathics for Aquaculture
Indians and Indian Policies of the Pacific Northwest
Chemical Survey
Introduction to Speech
General Business

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 40

PROGRAM NAME: Indian Education
SCHOOL: **University of Washington**
ADDRESS: 122 Miller Hall
Seattle, WA 98195
CONTACT PERSON: (206) 543-6636
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Major in American Indian Studies
Minor in American Indian Studies
Indian culture specialization, graduate level (Education)
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The program offers the following:

1. Elementary School Indian Education Minor
2. American Indian Studies Major (65 credits)
3. M.Ed. in Indian Education

These programs are conducted within the College of Education.

COURSES: Educating Native American Youth
Current Issues in Alaska Native/American Indian Education

UNDERGRADUATE STUDENTS WITH MAJOR IN AMERICAN INDIAN STUDIES: 8

GRADUATE NATIVE ALASKAN OR AMERICAN INDIAN STUDENTS: 10

PROGRAM NAME: Native American Studies
SCHOOL: **Washington State University**
ADDRESS: Pullman, WA 99164-3420
CONTACT PERSON: William Willard, (509) 335-8676
INSTITUTION TYPE: University (Ph.D. highest degree)
PROGRAM TYPE: Minor in American Indian Studies, undergraduate
Research Unit
Indian counselor on campus

PROGRAM DESCRIPTION: The program offers a minor in Native American Studies which requires a minimum of 16 hours of credit, half of which must be in upper-division course work. The curriculum is designed to offer interdisciplinary study in a wide spectrum of courses to provide a broad knowledge of Native American cultures, so that students will be better equipped to live and work within the context of contemporary Native American society. The Native American Program also offers opportunities to take part in activities of the Native American Resource Center, which serves to cooperatively meet, in conjunction with Native American communities, the human resources development needs identified by Native American communities.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

A. L. Olsen, Ph.D. (Native American music)
William Willard, Ph.D. (Federal Indian Policy)
Jacqueline Peterson, Ph.D. (History)

COURSES:
Introduction to Native American Studies
Contemporary Native American Reservation
Native American Arts
American Indians to 1830
American Indians from 1830
Native Music of North America
Native Peoples of North America
Indians of the Northwest
Indians of the Southwest
Ethnic Groups and Public Education
Ethnic Psychology
Native American Perspective on Ecology
Native Peoples of the Pacific Northwest
Native American Language and Tradition

Federal Indian Policy in Relation to the Development of Indian Communities
Instructional Practicum
Special Problems
Issues in Native American Resource Development

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 170

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 19

UNDERGRADUATE STUDENTS WITH MINOR IN AMERICAN INDIAN STUDIES: 10

PROGRAM NAME: Ethnic Studies
SCHOOL: **Western Washington University**
ADDRESS: Bellingham, WA 98225
CONTACT PERSON: Jesse Hiraoka, (206) 676-3919
INSTITUTION TYPE: University (M.A. highest degree)
PROGRAM TYPE: Ethnic Studies major and minor

PROGRAM DESCRIPTION: Offers courses in Ethnic Studies. A degree with a major in Ethnic Studies is possible. Courses on Native Americans are offered by History, Anthropology and Psychology.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Joseph Trimble, Ph.D. (Psych & Indian Studies)

COURSES: Introduction to Native American Studies
Indians of the Northwest Coast
North American Indian Acculturation
The Indian in American History

(several Special Studies courses offered on Treaties, etc.)

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 84

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 2

PROGRAM NAME: E.O.P. Program
SCHOOL: **Yakima Valley College**
ADDRESS: P.O. Box 1647, Yakima, WA 98907
CONTACT PERSON: Bob Chavez, (509) 575-2829
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The E.O.P. program is designed to assist minority and disadvantaged white students by providing support services, such as tutoring, financial aid information, personal and academic counseling.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Bonnie Phillips, M.A. (Psyh & Counseling Courses, Native American Studies)

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 80

SCHOOL: **Marquette University**
ADDRESS: 1217 W. Wisconsin
Milwaukee, WI 53233
CONTACT PERSON: Maxine Smallish, (414) 224-7285
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The office offers all services, including Special Services, Tutoring, etc. Personal counseling, recruiting, social affairs, and cultural offerings are available.

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 24

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 5

PROGRAM NAME: American Indian Program
SCHOOL: **Mid-State Technical Institute**
ADDRESS: 500-32nd St. North
Wisconsin Rapids, WI 54494
CONTACT PERSON: Lenore R. Sweet, (715) 423-5650
INSTITUTION TYPE: Vocational program
PROGRAM TYPE: Minority support program
Indian counselor on campus
Tribal Management Program
Community Services

PROGRAM DESCRIPTION: American Indians face situations that arise between their culture and the worlds of education and work. Mid-State Technical Institute (MST) offers a program to bridge the gap. By providing an advisor who understands the concerns, this unique program helps resolve some of the difficulties. It is also important to familiarize the various agency staff with the lifestyle (aspiration, goals, concerns and needs) of the Wisconsin American Indian community.

Programs offered by Mid-State Technical Institute include:

AGRIBUSINESS: Farm Operation; Farm Training

BUSINESS EDUCATION: Accounting; Account Clerk; Clerk Typist; Financial Services Aide; Marketing; Medical Transcription; Personnel; Real Estate; Secretarial Science; Stenography; Supermarket Management

HEALTH OCCUPATIONS: Medical Assistant; Nursing Assistant (Pre-Service); Operating Room Assistant; Practical Nursing; Respiratory Therapist; Ward Clerk

HOME ECONOMICS: Child Care Services; Cosmetology; Dietetic Technician

TRADE AND INDUSTRY: Auto Body; Automotive Mechanics; Civil Technology; Diesel & Heavy Equipment Mechanics; Electrical Power Engineering Technician; Electronic Servicing; Instrumentation Technology; Machine Tool Operation; Mechanical Design Technology; Small Engine-Chassis Mechanic; Welding; Wood Techniques

OTHER: Adult Education Courses; Apprenticeship; Corrections Science; Goal Oriented Adult Learning; Police Science; Pre-Employment Training

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 15

PROGRAM NAME: Vocational Opportunities for American Indians
SCHOOL: **Milwaukee Area Technical College**
ADDRESS: 1015 N. 6th St.
Milwaukee, WI 53203
CONTACT PERSON: Shayne Davids, (414) 278-6404
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Vocational Opportunities for American Indians is a supportive services program designed to act as a buffer between the local Indian community and the institution. Services include recruitment, program counseling, financial aid processing and other as needed supportive services. Since the school is vocational as well as a two-year technical college, students attend as short a time as one semester or as long a period of time necessary to complete a two year degree.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

James LaGoo, B.A. (Indian History & Lit)

COURSES: Native American History and Culture
Native American Literature
Wisconsin Woodland Indians

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 215

PROGRAM NAME: American Indian Program
SCHOOL: **Mount Senario College**
ADDRESS: Ladysmith, WI 54848
CONTACT PERSON: Phyllis Frederick, Director, (715)532-5511
Delores Gokee, Outreach, Counselor, (715) 532-5511
INSTITUTION TYPE: 4 year liberal arts college
PROGRAM TYPE: Minor in American Indian Studies
Indian counselors on campus

PROGRAM DESCRIPTION: The program offers the following:

1. Indian Studies Minor
2. Special Services (counseling, etc.)
3. Reservation Outreach Courses
4. Weekend Social Work Program (Adult Ed)
5. Indian Special Events (Cultural, Social, etc.)

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Phyllis Frederick, M.S. (Education)
Delores Gokee, M.A. (Education Psychology)
Gladyce Nahbenayash, M.S. (Indian Studies)
George Oshoray, U.W. Teacher Cert (Ojibwe Language)
Hannah Maulson
Loretta Kloster
Gaiashkibos, M.S. (Counseling, Psychology)
Barb Engie, M.S. (Education)
Dr. Powless, Ph.D. (Educational Administration)

COURSES: Elementary Ojibwe
Intermediate Ojibwe
Survey of American Indian Cultures
Indian Arts, Crafts & Clothing
American Indian Songs and Dances
History of American Indian Art
American Indian Myths and Legends
American Indian Philosophy and Religion
Sociology of the American Indian
History of the American Indian I
History of the American Indian II

Wisconsin Indian History
A Study of American Indian Women
Contemporary Issues of American Indian Society
The Indian in American Literature
Introduction to Tribal Government
Grants Writing
Finding the Right Path
Tribal Economic Development
Special Topics
Internships
Independent Study

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 111

UNDERGRADUATE STUDENTS WITH MINOR IN AMERICAN INDIAN STUDIES: 12

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 60

PROGRAM NAME: Native American Support Services
SCHOOL: **Nicolet College**
Voc-Tech Institute
ADDRESS: Box 518
Rhinelander, WI 54501
CONTACT PERSON: Michele LaRock, (715) 369-4434
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Minority support program

PROGRAM DESCRIPTION: The Native American Study Center & Support Services offers financial aids assistance, academic advising, career counseling, recruiting, and cultural workshops. The Native American Resource Library and Career Resource Library has available Native American resource files. The Business Department offers technical assistance to tribal planners and provides a Fiscal Management Training Specialist-Reservation Liaison.

COURSES: American Indian History

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 37

PROGRAM NAME: American Indian Studies Minor
SCHOOL: **University of Wisconsin, Eau Claire**
ADDRESS: Garfield Avenue
Eau Claire, WI 54701
CONTACT PERSON: Helaine Minkus, (715) 836-5481
INSTITUTION TYPE: University (M.A. highest degree offered)
PROGRAM TYPE: Minor in American Indian Studies
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The American Indian Studies minor combines courses from a number of departments to serve the needs of both American Indian and non-Indian students. The minor is designed to provide students with an understanding of the distinctive lifestyles, philosophical and religious systems, and the art and literature developed by American Indian tribes and individuals. The program provides an excellent opportunity for students to develop and enrich their appreciation for the contributions Indians have made to American society. The unique history and legal status of American Indian tribes are examined, as well as Indian responses and adaptations to contemporary social, legal, political and economic realities.

The purpose of the American Ethnic Office are:

1. To advise students on an individual basis according to their own interests and needs
2. To assist students in selecting supportive tutors who work well with individuals or groups
3. To provide counseling services on personal and academic problems

Developmental courses in English, Mathematics, Psychology, Library Science, Sociology, Speech, Accounting, Biology and Social Work are available.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Mary L. Peterson, M.S. (Business, Education)
Roberta J. Hill Whiteman, M.F.A. (English Composition, Indian Literature)
Janet G. Wilson, Ed.D. (Elementary Educ, Sociology)

COURSES: Introduction and Major Works in Indian Literature
History of Native Americans 1492-1900
Introduction to Cultural Anthropology
North American Indians

Contemporary American Indian Issues
American Indian Art
American Indians in Film
Prehistory of the Northeastern United States

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 54

UNDERGRADUATE STUDENTS WITH MINOR
IN AMERICAN INDIAN STUDIES: 6

PROGRAM NAME: Minority Affairs
SCHOOL: **University of Wisconsin, LaCrosse**
ADDRESS: 243 Main Hall
LaCrosse, WI 54601
CONTACT PERSON: Benjamin Ramirez-shkwegnaubi,
(608) 785-8225
INSTITUTION TYPE: University (MA. higest degree offered)
PROGRAM TYPE: Minority Studies Certification

PROGRAM DESCRIPTION: Certification in Minority Studies will be included on a student's transcript upon completion of the required 14 credits: six credits from the core courses, six more from either core or related courses, and the two-credit seminar, Minority Studies, which is taught each spring semester as a capstone exprience.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

Benjamin Ramirez-shkwegnaubi (Minority Studies)

COURSES: (Indian related)
The Native American Experience
Introduction to Minority Cultures in the U.S.
Specialized Topics of Study in Minority Cultures
Independent Study in Minority Cultures
Contemporary Issues in Minority Studies
Seminar in Problems of a Multi-racial Society
Cultural Anthropology
Peoples of the World
Human Relations in the Educational Community
Urban Politics
Constitutional Law II
Urban Sociology
North American Indians
Minority and Ethnic Literature
History of Native American Peoples
History of Non-European Minority groups in the U.S.
Contemporary Political Philosophy
Racial and Cultural Minorities
Movement of the 60's and Non-violent Change

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 23

PROGRAM NAME: Native American Studies
SCHOOL: **University of Wisconsin, Milwaukee**
ADDRESS: Holton Hall G-48
Milwaukee, WI 53201
CONTACT PERSON: John Boatman, (414) 963-5880
INSTITUTION TYPE: University (Ph.D. highest degree offered)
PROGRAM TYPE: Indian culture specialization, undergraduate (Ethnic Studies)
Indian culture specialization, graduate level (Social Welfare)
Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: The Native American Studies Program is designed to serve two main purposes:

1. To assist and provide supportive services to American Indians in their efforts to attain a formal education at the University;

2. To offer courses within existing academic departments that will serve to acquaint all students, both Indian and non-Indian, with the unique American Indian heritage of the past and the present.

The advising and counseling unit exists to help American Indian Students as they pursue their education. The advisors provide assistance in filling out financial aid and admission forms, academic advising, personal counseling, and they can provide other useful information on housing, UWM policies, community services, etc.

The University of Wisconsin-Milwaukee presently offers a major in Ethnic Studies with a concentration in Native American Studies. The academic major in Ethnic Studies will educate the student toward a better understanding of his/her own and other ethnic subcultures. In addition, it will illuminate ethnic relations and the dynamics of cultural pluralism as they affect American society.

From time to time the Native American Studies Program sponsors a special summer institute (Wisconsin Woodland Indian Culture Summer Institute) which provides the student with an opportunity to learn firsthand, in an intensified summer period, various aspects of the culture of the Wisconsin Woodland Indian tribes. Students may register for a total of 6 credits. Classroom and field instruction is held at a forested campground and students live in a campsite organized like a traditional Indian village.

INDIAN/ALASKAN NATIVE STUDIES FACULTY:

John Boatman, M.A. (Anthropology)
Don Fixico, Ph.D. (History)
Bill Hawk (Anthropology)
Lee Olsen (Ethnobotany)
Keewaydinoquay Peschel, M.A. (Phil, Botany)

COURSES: Introduction to Great Lakes American Indian Cultures
Native American Societies and Cultures
American Indian Religions
American Indians of the Southwest
Great Lakes American Indian Philosophy
Wisconsin Native American Ethnobotany: Use of Plants for Food and Medicine

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 151

GRADUATE AMERICAN INDIAN OR NATIVE ALASKAN STUDENTS: 13

PROGRAM NAME: Office of Indian Programs
SCHOOL: **Central Wyoming College**
ADDRESS: Riverton, WY 82501
CONTACT PERSON: Scotty Ratliff, (307) 856-9729
INSTITUTION TYPE: 2 year college
PROGRAM TYPE: Minority support program
Indian counselor on campus

PROGRAM DESCRIPTION: Because CWC is located on the Wind River Indian Reservation, the college administration, faculty and staff have shared a special commitment to meet the educational needs of Native American students. The college campus comprises 200 acres overlooking the Wind River Valley, home of the Wind River Indian Reservation and the Arapahoe and Shoshone people. The reservation provides unique cultural and social opportunities for Native American students. Shoshone History, Arapahoe History and North American Indian History are among the courses offered at the college. The Blue Cloud Indian Club provides special opportunities for involvement by Native American students. The club promotes Native American awareness among Indians as well as non-Indians through the sponsorship of guest speakers, pow-wows and many social and recreational activities. There is at least one seat for a Native American as a member of the Board of Trustees and as director of Indian Studies. The college employs a Native American on its professional counseling staff. That counselor, along with other counselors, faculty and staff, share a common goal to provide as much individual attention and assistance as is needed by every student at CWC.

AMERICAN INDIAN OR ALASKAN NATIVE STUDENTS: 129

INDIAN STUDENTS IN SPECIAL PROGRAMS (such as extension): 100